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FIFTY-EIGHTH
ANNUAL MEETING

OF THE

Maryland State Teachers'
Association

BALTIMORE, MARYLAND

November 27 and 28, 1925



MAURICE S. H. UNGER, President
HUGH W. GALDWELL, Secretary



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CONTENTS

	Page
Do You Know	5
Membership for 1925	6
Officers of the Association, 1925	6
Delegates	7
President-Elect—Samuel M. North	9
Standing Committees for 1925	10
Departments or Affiliated Associations	11
Minutes—General Meetings	13
Opening of Session	14
Invocation—Reverend Kingman A. Handy	14
Music—Miss K. Maude Ferguson	15
Address—Dr. Frank J. Goodnow	15
President—M. S. H. Unger	28
Music—Philip Royer	28
Address—Dr. John L. Stenquist	29
Telegram from N. E. A.	34
Report of Committee on Legislation—E. W. Broome	34
Report of Committee on Educational Progress—T. G. Bennett...	35
Report of Committee on Resolutions—Samuel M. North	46
Treasurer's Report—Dr. R. Berryman	47
Report of Executive Committee—Hugh W. Caldwell	49
Report of N. E. A. Home Committee—Miss Grace Kramer	49
Enrollment	49
Interest on Reading Circle Funds—William J. Holloway	50
One Thousand Dollars to Teachers' Retirement Committee— Nicholas Orem	51
Election of Officers	51
Resolution of Caroline County Teachers	51
Music—Miss Lucile Tingle Mason	52
Address—N. Searle Light	52

CONTENTS—(CONTINUED)

	Page
Standing Committees for 1926 Appointed by President Unger . . .	65
The School Exhibit	66
Adjournment—Samuel M. North	66
Secondary Education Section	67
Grammar Section	68
Address—N. Searle Light	70
Kindergarten—Primary Section	78
Music Section	80
Agriculture, Section	81
Classical Section	86
Maryland Vocational Education Section	87
Home Economics Section	88
Industrial Section	88
Commercial Section	89
Physical Education Section	90
Library Section	91
History Section	92
Modern Language Section	92
Parent-Teachers' Section	94
Art Education Section	95
Educational and Vocational Guidance Section	96
Sessions of Maryland State Teachers' Association	98
Maryland T. C. Club	101
A Call To Action	104
Additional Membership	104

DO YOU KNOW ?

DO YOU KNOW that the State Teachers' Association has consistently worked for school progress in Maryland for nearly sixty years ?

DO YOU KNOW that since 1921 the State Association has been a democratic organization ; each of the 23 County and the 7 Baltimore City organizations being entitled to delegates in the Representative Assembly ?

DO YOU KNOW that the 23 County and 7 Baltimore City organizations are, or may be, Sectional Departments of the State Association ?

DO YOU KNOW that this condition is almost ideal ? Probably no other State in the Union can hold 30 Sectional Meetings of its State Association with as little expenditure of time and money.

DO YOU KNOW whether or not your organization had accredited delegates in 1925 in the Representative Assembly ? How many members in your local organization ? How many of your local members are members in the State Association ? In the N. E. A. ?

DO YOU KNOW that the State Association contributes annually to the National Association \$10.00 for each 100 members from Maryland in the N. E. A. ?

DO YOU KNOW that your State Association at the Baltimore Meeting in 1925 appropriated \$1,050.00 to aid the Committee on Teachers' Retirement Fund ?

DO YOU KNOW that the State Association has 2,336 members for 1925 ?

DO YOU KNOW whether or not YOUR COUNTY was among the six counties having 100% membership for 1925 ?

THE MARYLAND STATE TEACHERS' ASSOCIATION

OFFICERS FOR 1925

President	M. S. H. UNGER, Superintendent of Schools, Carroll County, Westminster, Maryland.
First Vice-President	Walter H. Davis, Principal, Havre de Grace High School, Havre de Grace, Maryland.
Second Vice-President	Miss Annie E. Johnston, Ellicott City, Maryland.
Treasurer	Dr. R. Berryman, 4224 Euclid Avenue, Baltimore, Maryland.
Secretary	Hugh W. Caldwell, Superintendent of Schools, Cecil County, Chesapeake City, Maryland.

MEMBERSHIP—1925

The membership for 1925 is 2,336, distributed as follows :

Allegany County	24
Anne Arundel County	4
Baltimore County	27
Baltimore City	879
Calvert County	15
Caroline County	2
Carroll County (100% membership)	251
Cecil County (100% membership)	132
Charles County	1
Dorchester County	38
Frederick County	1
Garrett County	1
Harford County	75
Howard County	32
Kent County	50
Montgomery County	32
Prince George's County	6
Queen Anne's County (100% membership)	88
St. Mary's County	1
Somerset County (100% membership)	112
Talbot County (100% membership 1924)	85
Talbot County 1925	11
Washington County	163
Wicomico County (100% membership)	158
Worcester County (100% membership)	117
State Department of Education	18
General List	13
Total	<hr/> 2,336

EXECUTIVE COMMITTEE FOR 1925

Superintendent M. S. H. Unger, President.
Principal Walter H. Davis, First Vice-President.
Superintendent James M. Bennett, Salisbury, 1924-1927.
E. Clarke Fontaine, Pocomoke City, 1923-1926.
George M. Gaither, Baltimore City, 1922-1925.

DELEGATES—
MARYLAND STATE TEACHERS ASSOCIATION—1925

Who reported to Committee on Credentials

Alleghany County

1. Mr. C. E. Kopp, Cumberland
 2. Miss Mollie Bopst, Cumberland
 3. Mr. O. B. Boughton, Cumberland
 4. Mr. J. E. Spitznas, Frostburg (President)
 5. Miss Honora Birmingham, Cumberland
 6. Miss Hazel Poland, Westernport
 7. Miss Margaret Jones, Frostburg
 8. Supt. Edward F. Webb
- Anne Arundel County**
1. Mrs. Beulah Fyffe
 2. Miss Sadie Magruder
 3. Miss Louise Linthicum
 4. Miss Josephine Riorden
 5. Mr. LeRoy Crockran
 6. Miss Nancy P. Hopkins, (President.)
 7. Supt. George Fox, Annapolis

Baltimore County

1. Joseph Blair
2. Miss Nellie Ledley
3. Miss Emily Brandenburg
4. George W. Schluderberg
5. John Hale
6. Arthur Crommer
7. Miss Hilda McGuigan

Caroline County

1. Prof. W. K. Cummins
2. Miss Esther Clough
3. Paul C. Phillips, (Pres.)
4. Supt. E. M. Noble, Denton

Carroll County

1. G. Adkins
2. G. Sterling
3. R. DeVoss
4. M. Lockard
5. Olive Ebaugh
6. Supt. M. S. H. Unger

Cecil County

1. Guy Johnson (President)
2. Mrs. Elsie M. Benton

3. Miss Blanche Graybeal
4. Mrs. Emma E. Gray
5. Supt. Hugh W. Caldwell

Charles County

1. James M. Duffy
2. Miss Marie Webster
3. Miss Anne Frankensfield
4. Supt. F. B. Gwynn

Dorchester County

1. H. H. Ransom, Cambridge
2. F. A. Stayer, East New Market
3. Miss Ruby Kirwan
4. Miss Olivia Hearn
5. Supt. James B. Noble, Cambridge

Frederick County

1. Miss Margaret G. Rodrick

Garrett County

1. Miss Dora Schlossnagle, Friendsville
2. Miss Alveta Miller, Grantsville
3. Miss Elizabeth Harper, Accident
4. Ralph Webster, Grantsville
5. Miss Ruth Conley, Oakland
6. Miss Iva Bishop, Kitzmiller
7. Miss Elizabeth Pearce, Oakland
8. E. C. Ryall, Kitzmiller. (President)
9. Supt. F. E. Rathbun, Oakland

Harford County

1. Miss Marie Hetzsch, (delegate)
2. Miss Ola Kirk (alternate)
3. Mrs. Mary Smith (delegate)
4. Miss Viola Stewart (alternate)
5. H. C. Fries (delegate)
6. William Samsell (alternate)
7. Earl T. Hawkins (delegate)
8. George A. Conner (alternate)
9. Supt. Milton C. Wright, Bel Air

Howard County

1. Miss Clara Watkins
2. Miss Emma Saffell
3. Miss Tempie Basford
4. Miss Katharine Simon
5. M. Litizinger
6. Miss Dorothy Duvall
7. R. A. Colpitt
8. Miss Ruth Brown
9. Supt. W. C. Phillips

Kent County

1. Miss Florence Jewell, Betterton
2. Miss Evelyn Peacock, Massey
3. Miss Sophia Miller, Still Pond
4. Mrs. Ella P. Robinson, Chestertown
5. Mrs. W. A. P. Strang, Rock Hall
6. Skirven Startt, Chestertown
7. Harry Rasin, Millington
8. Supt. L. C. Robinson, Chestertown

Montgomery County

1. William E. Furnas, Beltsville (Pres.)
2. Mrs. Anna McKay, Chevy Chase
3. Miss Mildred Janney
4. Mrs. Minnie G. Haines
5. Mrs. Ethel G. Van Hoesen
6. Miss Mary Brewer
7. Miss Grace L. Ryan
8. Supt. Edwin C. Broome

Prince George's County

1. R. C. Wynnill
2. E. Gardner
3. A. S. Cumeris
4. L. B. Howland
5. Supt. N. Orem

Queen Anne's County

1. J. Fred Stevens, Stevensville (Pres.)
2. Miss Nataline Walters, Grasonville
3. Miss Gertrude Morgan, Centreville
4. Wm. R. McKnight, Centreville
5. Miss Anna Harrison, Sudlersville

6. Miss Mary Moore, Price
7. Miss Harriet Cockey, Queenstown
8. Miss Eva S. Hunter, Hayden
9. Supt. T. G. Bennett, Centreville

Somerset County

1. Miss Marion Nelson, Crisfield
2. Mrs. Emma Somers, Oriole
3. Mrs. Mary D. Fitzgerald, Princess Anne
4. N. S. Gordy, Deals Island
5. W. S. Fitzgerald, Princess Anne
6. F. E. Gardner, Crisfield
7. Mrs. Layfield
8. Supt. E. W. Pruitt

Talbot County

1. Mrs. L. Smith

Washington County

1. John D. Zentmyer
2. Miss Julia Boswell

Wicomico County

1. G. Allan Carlson, Delmar, Del.
2. Lester A. Hall, Delmar, Del.
3. George Bennett (President)
4. Supt. J. M. Bennett, Salisbury
5. Miss Ruby Hayman
6. D. Parsons

Worcester County

1. Theodore E. Shea

University of Maryland

1. Dr. Willard S. Small, University of Maryland, College Park, Maryland

Washington College

1. Dr. Frederick G. Livingood, Washington College, Chestertown, Maryland

St. John's College

1. President E. B. Garey
2. Dean W. R. Agard, St. John's College, Annapolis, Maryland

Western Maryland College

1. Carl L. Schaeffer
2. Lloyd M. Bertholf, Western Maryland College, Westminster, Maryland

Frostburg Normal School

1. Mr. John L. Dunkle, Frostburg

Towson Normal School

1. E. Curt Walther, Towson
2. Miss Agnes Snyder
3. Miss Lida Lee Tall

Salisbury Normal School

1. Miss Ida Belle Wilson, Salisbury

Junior High School Teachers' Association, Baltimore

1. Miss Acsah Gibson
2. Miss Bessie German
3. Lorle Corbitt
4. Miss Norma Haslup
5. Miss Augusta Klotz
6. Mr. Heffner

Principals Association of Public Schools of Baltimore City

1. C. Bertram Feig, 1538 N. Caroline Street, Baltimore
2. Miss Annie F. North, 2410 Maryland Ave., Baltimore

Hood College

1. N. Rebert

Baltimore City College

1. B. E. Flagle

Woman's Club**(Secondary Schools)**

1. Miss Rosa Baldwin

Eastern High School

1. Miss Edith Smith

At Large

1. Dr. William Burdick
2. Walter H. Davis

STANDING COMMITTEES FOR 1925

Educational Progress—

T. G. Bennett, Supt., Queen Anne County
 Dr. F. D. Brooks, Johns Hopkins University
 H. H. Ranson, Prin., Cambridge High School

Resolutions—

Samuel M. North, Supervisor of High Schools
 Miss Ethel McNutt, Frederick High School
 Miss Elizabeth White, Eastern High School, Baltimore

Auditing—

George Fox, Supt., Anne Arundel County
 Bertram E. Feig, Baltimore, Maryland
 C. Milton Wright, Supt., Harford County

Credentials—

B. J. Grimes, Supt., Washington County
 Guy Johnson, Prin., Cecil County High School, Elkton
 Miss Ruth Burroughs, Sandy Spring High School

Legislation—

E. W. Broome, Supt., Montgomery County
 J. D. Zentmeyer, Prin., Hagerstown High School
 Mrs. H. E. Parkhurst, Baltimore, Maryland
 Mrs. Helene A. B. Lee, Bel Air, Maryland
 Mrs. Elizabeth Phippen, Denton High School

N. E. A. Home—

Joseph Blair, Prin., Sparrows Point High School
 Miss Grace Kramer, Bureau of Measurements, Baltimore

(The Credentials Committee will meet on Friday and Saturday at the Western High School at 9.30 A. M. to pass upon credentials of Delegates to the Representative Assembly.)

REGISTRATION AND INFORMATION BUREAU

WESTERN HIGH SCHOOL

Lafayette and McCulloh Streets
Baltimore, Maryland

DEPARTMENTS OR AFFILIATED ASSOCIATIONS

Secondary Education—

W. K. Klingaman, Chairman, Hagerstown
Roger X. Day, Secretary, Accident

Grammar—

Miss Althea Fuller, President, Cumberland
Miss Molly Bopst, Secretary, Cumberland

Kindergarten—Primary—

Miss Frances M. Berry, Chairman, 1836 Bolton Street,
Baltimore
Miss Madeline Paulus, Secretary, 5003 Ferndale Avenue,
Baltimore

Music—

Thomas L. Gibson, Chairman, 2014 Lexington Building,
Baltimore
Miss Emma E. Weyforth, Secretary, State Normal School,
Towson

Agriculture—

W. R. McKnight, President, Centreville
W. Lyle Mowlds, Secretary, Rising Sun

Classical—

Dr. Bernard Steiner, President, Enoch Pratt Library,
Baltimore
Miss Hattie J. Adams, Secretary, Western High School,
Baltimore

Vocational Education—

George M. Gaither, President, Administration Building,
Baltimore
Miss Ida A. Wholey, Secretary

Home Economics—

Miss Edna B. McNaughton, President, University of Mary-
land, College Park
Miss Marie Mount, Secretary, University of Maryland,
College Park

Industrial—

R. Milton Hall, Chairman, Florence Nightingale School,
Baltimore
Hugh Wilson, Secretary, School No. 76, Locust Point,
Baltimore

Commercial—

S. Fenton Harris, President, Frederick
R. Poulton Travers, Secretary, Baltimore City College,
Baltimore

Physical Education—

Dr. William Burdick, Chairman, 7 E. Mulberry Street,
Baltimore

Library—

Dr. J. H. Apple, Chairman, Hood College, Frederick
Mrs. M. A. Newell, Secretary, 6 E. Read Street, Baltimore

History—

Miss Laura J. Cairnes, President, Eastern High School,
Baltimore
Arch Golder, Secretary, Baltimore City College, Baltimore

Modern Language—

Otto K. Schmied, Chairman, Forest Park High School,
Baltimore
Miss Catherine Beachley, Secretary, Westminster

Parent-Teachers' Section—

Mrs. Harry E. Parkhurst, President Maryland Branch,
National Congress of Parent and Teachers Associations,
1410 Park Avenue, Baltimore

Art Education—

Leon L. Winslow, Chairman, Administration Building,
Baltimore

Educational and Vocational Guidance Section—

Miss Leona C. Buchwald, President, Administration Building
Annex, Baltimore

FIFTY-EIGHTH ANNUAL MEETING MARYLAND STATE TEACHERS' ASSOCIATION

BALTIMORE, MARYLAND

November 27 and 28, 1925

FIRST GENERAL MEETING

Friday, November 27, 1925—10 A. M. to 12 M.

WESTERN HIGH SCHOOL AUDITORIUM

President Maurice S. H. Unger, Presiding

The fifty-eighth annual meeting of the Maryland State Teachers' Association was called to order by the President, Superintendent Maurice S. H. Unger, in the auditorium of the Western High School, Lafayette and Carrollton Avenues, Baltimore, Friday morning, November 27, 1925, at ten-twenty o'clock. The following program was presented at this opening session:—

1. Music—Priests' March Mendelssohn
by a selected Orchestra of the Carroll County High Schools,
under the direction of Mr. Philip Royer.
2. Invocation Reverend Kingman A. Handy,
Pastor, Catonsville Baptist Church.
3. Music—Apple Blossoms Roberts
Carroll County High School Orchestra.
4. Address:—Some Modern Tendencies in Higher Education.
Dr. Frank J. Goodnow, President, Johns Hopkins University,
Baltimore, Maryland.
5. Music The Boys' Glee Club,
Hampstead Hill Junior High School of Baltimore, under the
direction of Miss K. Maude Ferguson, Director.
6. Address:—Some Things Research is Showing. Dr. J. L. Stenquist,
Director of Education Research, Baltimore City Schools.

SECOND GENERAL MEETING

Saturday, November 28, 1925

The second general meeting of the Maryland State Teachers' Association convened at ten o'clock Saturday morning, with the business meeting taking first place on the program.

The reports of the following committees were read:—

1. Committee on Legislation,
Superintendent E. W. Broome, Montgomery County.
2. Committee on Educational Progress,
Superintendent T. G. Bennett, Queen Anne's County.
3. Committee on Resolutions,
Mr. Samuel M. North, State Supervisor of High Schools.
4. Report of the Treasurer,
Dr. R. Berryman, Baltimore.
5. Report of the Secretary,
Hugh W. Caldwell, Elkton, Maryland.

6. Report of Special Committee,
Miss Grace Kramer, Baltimore.

The following officers were elected for the coming year:—

President:—Mr. Samuel M. North,
State Supervisor of High Schools.

First Vice-President:—Superintendent M. S. H. Unger,
Carroll County, Westminster, Maryland.

Second Vice-President:—Superintendent Edward F. Webb,
Alleghany County, Cumberland, Maryland.

Treasurer:—Dr. Rozelle Berryman, Principal, Junior High School
No. 78, Harlem Avenue and Monroe Street, Baltimore.

Secretary:—Superintendent Hugh W. Caldwell,
Cecil County, Elkton, Maryland.

Mr. George M. Gaither, whose term as a member of the Executive Committee expired this year, was re-elected a member of this committee for a term of three years, 1925-1928.

The business session adjourned at eleven o'clock, at which time the following program was carried out:—

Music by the Western High School Glee Club under the direction of Miss Lucile Tingle Masson, teacher in the Western High School, Baltimore.

Address:—"Some Problems in Curriculum Making," by Mr. N. Searle Light, Director of Rural Education, Harford, Conn.

Introduction of the President-Elect, Mr. Samuel M. North, to the Association, who "shall declare the meeting adjourned sine die."

Signed HUGH W. CALDWELL, Secretary.

FIRST GENERAL SESSION

Friday, November 27, 1925

The first general session of the fifty-eighth annual meeting of the Maryland State Teachers' Association was called to order by the President, Superintendent M. S. H. Unger, of Carroll County, Westminster, Maryland, in the auditorium of the Western High School, Baltimore, on Friday morning, November 27, at twenty minutes after ten.

Owing to a delay in the arrival of the orchestra of the Carroll County High Schools, the meeting was opened with the invocation delivered by the Reverend Kingman A. Handy, Pastor of the Catonsville Baptist Church, as follows:—

"Our Heavenly Father, we desire this morning to lift up our hearts and our voices in thanksgiving to Thee who art the author of every good and perfect gift. We pray that our meeting today may be in accord with Thy will concerning Thy people everywhere. We ask Thy blessing on this organization, and we ask Thy special blessing on the teachers of Maryland, and on every institution that is striving to build up human character. We pray that this meeting may cause us to love Thee more and to serve our fellowmen better. May it be a further guide to us in the path that is right. Together may we pray the prayer that we have been taught to pray:—

Our Father, who art in heaven,
 Hallowed be Thy Name,
 Thy kingdom come,
 Thy will be done on earth,
 As it is in heaven.
 Give us this day our daily bread.
 And forgive us our trespasses,
 As we forgive those who trespass against us.
 And lead us not into temptation ;
 But deliver us from evil :
 For thine is the kingdom, and the power, and the glory,
 for ever and ever. Amen.

The Boys' Glee Club of the Hampstead Hill Junior High School, under the direction of Miss K. Maude Ferguson, delighted the audience with "Wanderer's Night Song," by Rubenstein, and "The Torpedo and the Whale," by Audian.

PRESIDENT UNGER :

It gives me very great pleasure,—I won't say to introduce, it is not necessary for me to do that, for it is far beyond my power to introduce a man of such international character,—but I am very glad to say that we are to have Dr. Frank J. Goodnow, President of Johns Hopkins University, address us this morning on "Some Modern Tendencies in Higher Education."

SOME MODERN TENDENCIES IN HIGHER EDUCATION

DR. FRANK J. GOODNOW

When we undertake to discuss tendencies it is almost as necessary, if we would reach intelligent conclusions, to consider whence we have come as whither we are tending. This is my excuse for venturing to call your attention briefly to the history of higher education, particularly so far as concerns this country.

In the first place, it is to be noticed that the college in the United States, in which American higher education finds its origins, was an offshoot from the English rather than from the continental university. The difference between these two forms of European higher educational institutions at the time of the establishment of the American college, consisted for the most part in the fact that the university on the continent had become the home of specialized technical training with its faculties of Law, Medicine, and Theology, while the English university had as its sole ideal a liberal education.

In the second place, it is to be remembered that the chief purpose, whose realization was attempted in the establishment of the early American college, as was to a lesser degree the case with the English university of that day, was the education of clergymen, and that the chief factor responsible for the undertaking was the church.

In addition to this primary purpose of educating clergymen, the early American colleges like the English universities had as a secondary purpose the provision of a liberal education for those not destined for the ministry. But it is fair to say that the principal motive in the establishment of all the colleges founded in America during the colonial period was religious or ecclesiastical.

Immediately, subsequent to the Revolutionary War, American higher education was subjected to Continental rather than to English influences and at the same time became more secular and less ecclesi-

astical in character. The University of Virginia which owed so much to Thomas Jefferson and the "Catholepistemiad," out of which sprang the University of Michigan, were both examples of French influence.

Soon afterwards the German influence in America higher education becomes noticeable. In the second decade of the 19th century many men who subsequently became prominent in the fields of education and letters were students in German universities. It was but natural that they should bring home educational ideals which differed somewhat from those which had been commonly held in the country of their birth.

One of the defects of the early American college, a serious defect in the minds of a people who were becoming increasingly democratic in their point of view, was that the college did not minister to popular needs. Many, indeed most of the colleges were colleges of a sect or a faction and were not institutions for the whole body of the people. Attempts were made to make adjustments in the existing higher educational system. Of those the famous Dartmouth College case was an example. The Dartmouth College trouble, it will be remembered, arose in some measure out of the narrow denominational character of the institution which had as one of its effects discrimination in favor of a particular sect. But at first these attempts at readjustment were on the whole fruitless, largely because of the decision of the United States Supreme Court that a charter was a contract and could not constitutionally be amended by act of the State Legislature. The people, therefore, had recourse to the plan of establishing institutions to be maintained and administered by themselves and the State University was established.

The protest against ecclesiastical domination of higher education which is evidenced by the State's assumption of responsibility in regard to higher education did not fail in the long run to have its influence on many of the institutions which owed their origin to church benefactions, but which notwithstanding the fact they are theoretically under ecclesiastical control at the present time are nevertheless actually managed with the idea of serving the interests of the public rather than those of some domination. Furthermore, the 19th century saw the establishment by individuals of institutions which had no aim but that of providing educational opportunities for all who desired to make use of them—institutions which had little if any religious purpose, and which in any event were subject in no way to the control of a religious denomination.

This does not mean that the denominational college has disappeared. Many excellent institutions are still in existence, which both are under denominational control and rely in large measure on the contributions of the faithful for their financial support. But it may fairly be said that at the present time higher education in the United States has freed itself from denominational control in the sense that those who wish for it have the opportunity of securing it in institutions where they will not be subjected to religious tests nor any particular denominational propaganda.

I have said that the American college inherited from the English University the ideal of a liberal rather than a specialized technical training. Due either to the French and German influences, which have been noted as having begun to operate in the early part of the 19th Century or to the natural desire to further effectively the economic development of a virgin continent, this old idea of a liberal rather than a specialized education has, I will not say, been abandoned,

but in any case has ceased to be the only ideal of the modern American institution of higher education.

One of the results of the exclusive devotion of the English University to liberal training, which at the same time served as practically the only training of the clergy, was to force those who desired to fit themselves for the other learned professions to prepare themselves for those professions outside of the universities. Those who desired to enter the practice of the law found their opportunity in the Inns of Court at London. What little theoretical instruction they would be lawyers received in the Inns of Court—and it was very little—was supplemented in the office of a barrister. Those who wished to practice medicine studied with practicing physicians and “walked the wards of the hospitals” as the saying was.

For a considerable period in this country also few, if any opportunities were open for systematic instruction for the professions of law and medicine. Nor were the qualifications for entrance into those professions of a rigorous character. Thus Chief Justice Marshall's study of the law, prior to admission to the bar, consisted of a course of six weeks under Dr. Wythe at William and Mary. After this arduous study of legal lore Marshall was admitted to the bar without examination on the certificate of the governor of the state, one of his friends.

Such instruction in both law and medicine as was given was for the most part thus of the apprentice type. There were a few cases indeed where the attempt was made to provide lectures in law in the college after the manner of the lectures given by Blackstone at Oxford. Chancellor Kent gave such a course at Columbia. Mention has already been made of the lectures of Dr. Wythe at William and Mary. But the would be lawyer or doctor as a general thing attached himself after the English fashion to some practitioner and participated in the work of the office, picking up incidentally such theoretical instruction as he could secure out of books or from conferences with his employer.

The early part of the 19th Century saw, however, the establishment of what later came to be known as proprietary schools conducted by a sort of syndicate of the members of the particular profession concerned who paid themselves for the services they rendered out of the fees charged the students.

In this respect, however, these proprietary schools differed little from the ordinary literary college of the time which was in the main dependent on fees, although in not a few cases they received a certain amount of state aid as well, prior to the time when gifts from alumni or friends gave them a permanent endowment.

Soon afterwards these proprietary schools in some cases became attached to the colleges. In other cases the colleges established professional schools of their own. Even after this college connection was made the proprietary character of the professional schools was in most instances continued. That is, the instructors, different from those in the college received an agreed upon proportion of the fees rather than a fixed compensation. It is only comparatively recently that this proprietary character has been entirely lost and that in most cases where a professional school has become attached to a college the instructors in that school have been given a position similar to that occupied by the college instructors.

Colleges to which professional schools become attached usually

became known as universities which was the name usually adopted by state supported institutions.

Since this union of college and professional school in the university the most important thing to notice in connection with the development of higher education in the United State is the establishment either in connection with universities or as separate institutions of a whole series of schools whose purpose has been distinctly the giving of specialized and technical rather than liberal training. Schools of Accounting, Agriculture, Architecture, Business and Commerce, Dentistry, Education, Engineering, Fine Arts, Forestry, Journalism, Mining, Music, Nursing, Pharmacy, Public Health, Veterinary Medicine, etc., are now evidence of the belief both that vocational training along these lines is desirable and that it can be done more advantageously in a systematic way than by the old method of apprenticeship. Finally, the connection which these schools have so often made with the university would seem to indicate the belief that it is quite proper that the university should include among its purposes the giving of the technical and specialized training necessary for the various professions which have thus been recognized.

It may then, be said that one tendency of higher education in this country is in the direction of recognizing, as had already been done in France and Germany, the propriety of vocational training as an aim or purpose of institutions of higher education. But this is not all the story. The increasingly democratic character of American Society, which in the domain of higher education, had perhaps its first and certainly its most important manifestation in the establishment of state supported and controlled institutions, has made demands on the universities and particularly those situated in urban centers that their doors, or perhaps we should say their side doors, be opened to the great mass of the people. The people as a whole, it was claimed, should be permitted to receive the instruction which they are capable of receiving with advantage, without the fulfillment of the formal entrance requirements demanded of candidates for degrees. Compliance with this demand has made it necessary also to give the instruction desired at hours when it is possible for those desiring instruction to attend. Few institutions situated in large cities at the present, but are expected to provide night instruction in many lines of work some of which are of collegiate grade and some of which are less advanced in character and many of which are intensely vocational in character.

In some cases work of this character is done in the halls of the university. In other cases it takes the form of what is called University Extension. In such a case the instruction is given at various centers in the city or even outside of the city quite removed from the university site. Probably the most extreme type of this sort of work is the correspondence work or Home Study courses which in imitation of some successful proprietary correspondence schools is carried on by a number of well recognized and highly reputable American universities.

If we are to judge the future from the past we are perhaps justified in predicting that the movement which has been described will, in all probability, be continued with increasing rather than diminished force. More and more learned professions, f. e. occupations for which systematic instruction is required, will be recognized and room for many of them will be accorded in the universities. Two of such occupations, which are even now knocking at the doors of some of our institutions of higher education, are those of the trained nurse and the

social worker. Others which are emerging from the unlearned occupations are those of general manager, labor manager, and welfare worker in connection with large industrial undertakings. That a number of others will develop in the not far distant future cannot be doubted. The demand for efficiency based on systematic training is at the present time being made in more and more walks of life.

What is true of the vocational work of American institutions of higher education is also true of its extension and perhaps of its correspondence work. For it would seem to be true that what begins as a proprietary school sometime finds its resting place under the aegis of the American university. Education and particularly vocational education is not apparently capable of successful prosecution on a purely commercial basis. If it is worth doing at all it is deemed to be worth doing well. And it would seem that it cannot permanently be done well except on the basis of endowments whose income will in part, at any rate, defray the cost of instruction.

When American universities began in the way which has been described to pay attention to vocational training the vocational schools were placed in a position which was parallel to, rather than superimposed upon the college. One entering the university thus made his choice between a liberal and a specialized training. But the association of the professional school with the liberal college has gradually been followed by the raising of the standard of admission to the study of the oldest of the learned professions, viz.: law and medicine, so that a portion of the college work is now generally required for admission to the best law and medical schools. Before this was required the present pre-professional work was either not done at all, as was generally true in the case of the law school, or was ineffectively done in the professional school as was generally true of the medical school and is still generally true of other professional schools such as Dentistry and Pharmacy, which are still regarded as paralleling the college.

At the present time, however, the rule is coming to be pretty generally adopted of requiring for entrance to the law and medical school two or more years of college work including courses in special subjects which the professional school considers desirable, but for which it cannot make room in the crowded condition of the professional curriculum.

The connection of the professional school with the college in the university has had thus a favorable reaction upon the professional school. Its participation in the university income has enabled it to give a course of instruction which would have been impossible had it been obliged, as formerly was the case, to rely entirely upon tuition fees for its income. It has also been able to roll off upon the college work which it formerly had itself to do and has thus been able to obtain more time for its distinctly technical work, which has continually increased in extent.

Whether the same development will take place in the case of the schools for the newer learned professions as has been noticed in the case of schools of law and medicine it is, of course, impossible to say. But there are many indications that this will happen.

This is particularly true of engineering and as well of some of the newer professional schools such as Business and Commerce Education and Journalism. Some of the leading universities like Harvard and Columbia are requiring for entrance into these schools either the bachelor's degree or two or three years of college with the pursuit of

courses in those subjects which afford the necessary preliminary training for the subsequent professional work. The pursuit of such preliminary work in college is often a practical necessity where it is not a formal requirement, since satisfactory work in the professional school is as a matter of fact impossible where the necessary preliminary work has not been taken. Many students who now enter professional schools not requiring preliminary college training have nevertheless been to college.

The treatment of the college as the preparatory school for the professional school which has been an incident of the association of the professional school with the college has thus had the effect of making the college much more vocational in character than it at one time was. A very large proportion of college students are at the present time pre-professional students of some sort. If they intend to remain at college only the number of years often required for entrance into the professional school which they have chosen they have little time to devote to those studies which are not required by that school.

The ability to take in the college one of these courses preparatory to some professional school has been the result of a development in the college which preceded its association with the professional schools and which was thus quite an independent development. Very soon after the opening of the 19th century attacks were made upon the old fixed so-called liberal curriculum. These were of two sorts. In the first place, they consisted in the attempt to widen the choice of subjects taught in the college by the recognition of the natural sciences, modern languages, history, political economy and politics, and, in the second place, where that attempt was unsuccessful in the establishment of special scientific or business schools often separate and apart from any college but sometimes connected with one.

The result was generally a great enlargement of the college curriculum, which has been secured in two ways. These have come to be known as the elective system and the group system. In the one case election is practically unlimited. In the other it is confined to a group of reasonably homogenous subjects. But in either case when the college became more or less the preparatory school of the professional school the student could adapt his work to the requirements of the professional school. For in the group system the groups were so arranged as to meet the needs of the would be professional student, and in the elective system almost complete freedom of choice was permitted.

The original purpose of the broader college course was, however, apparently quite the reverse of what would seem to be its present purpose. Combined as it was with a great increase in the requirements of admission to college it was intended to permit the relegation of liberal training to the preparatory schools and to enable the college, after the example of the English university of the 19th century, itself to become the home of specialized training along non-professional lines. This purpose was not, however, fulfilled. The result was the establishment of post-graduate work.

The establishment of post-graduate instruction, which began about half a century ago, has itself accelerated the relegation of the college to the position of a preparatory school. Post-graduate instruction, as it has shaped itself, has had two aims in view. The first has been to prepare teachers in rather specialized, but at the same

time non-professional, branches. The second has been to train investigators and to carry on research. Like the professional schools, graduate schools were necessarily devoted to specialized rather than liberal education. Like the professional schools further they desired to admit only students as well prepared as possible in their particular specialties. Graduate schools have not as yet, however, adopted the same requirements of the students taking graduate work. These requirements have been stated almost exclusively in terms of time and little emphasis has been laid on subjects. The result has often been either that the graduate student is sent into the college classes to make up the necessary preliminary work or that the graduate school has itself been obliged to give the student the preliminary special training which he should have had before being accepted as a candidate for a higher degree. But the elective and the group system in the college have made it possible for the would be graduate student to prepare himself for his specialized graduate work, and have made it as well possible for some of the graduate departments to roll off on the college work which they at one time did. This has been particularly true in the case of History, Political Science and Political Economy. Courses in these subjects once given in the graduate school are now offered in the last two years of college.

Furthermore, the specialized character of the work done in a graduate school by one who subsequently becomes a teacher in the college has necessarily had the effect of causing the undergraduate instruction to be much more specialized than it once was. Where graduate and undergraduate instruction are given in the same university it is often the case also that the department controlling the character of the instruction given is more interested in graduate than in undergraduate instruction. The result is an additional influence in the direction of causing undergraduate instruction to assume a specialized rather than a liberal character. That is, undergraduate courses whether required or not required by professional schools are rapidly becoming distinctly preparatory courses which fit the student to carry on advanced work, and are losing the liberal character they once possessed.

The wide choice of studies given the student in college has had as one of its incidents the offering in the earlier years of college of elementary instruction in a number of lines of work, particularly in the languages both modern and ancient. A good part of the college work is thus hardly distinguishable from the work in the high school. Elementary Greek and Latin and elementary French and German, even elementary Chemistry and Physics may often be studied either in the high school or college. So far as this arrangement permits the high school student to enter college with advanced standing the weight of the overburdened college curriculum is lessened. So far, however as it permits the college student to continue elementary studies after leaving the high school it is unfortunate, and a tendency is evident for the college to relegate instruction in these elementary subjects to the high schools so far as the resources of those schools permit them to assume the burden. It is greatly to be hoped that these schools may be so strengthened generally that they may be able to do more of this work than they now are doing.

If the college is successful in persuading the high school to assume this class of work, and if the movement continues which is already considerably developed of counting for the bachelor's degree the first one or two years of the professional schools, the old liberal college will have been almost completely eliminated except so far as

it may continue to minister to the needs of those students not intending to enter a professional school, provision for liberal education must be made in the secondary schools. Under these conditions the future of a standard four-year college not a part of a university with professional schools would not seem to be a bright one. The same development which has been noticed took place once in Germany with the result that the college of liberal arts disappeared and the degree of Bachelor of Arts ceased to be given.

The reaction upon the college of its association with the professional and the graduate school has thus been less favorable than upon the professional school if we regard a liberal training as an essential ideal of the college. That, however, this disadvantage will arrest the movement is greatly to be doubted. The demands of the professional school have so increased owing to the great advance in our technical knowledge that the tendency is to prolong rather than to shorten the course. Indeed, there is some indication of a tendency for the professional school to roll off on the college still more work to which it has given attention. At the present time for example some colleges are attending in their last two years to the work in the fundamental medical sciences such as anatomy and physiology while in others courses in law and jurisprudence are offered in the senior year.

The American college as a result of this government is returning in a measure to the position which it originally occupied. It will be remembered that its primary purpose was the education of clergymen, members of one of the recognized learned professions. Now it is becoming the preparatory school for all, or at any rate for most of the learned professions.

And perhaps this is as it should be. For it is difficult permanently to maintain an institution which has not a pretty definite utilitarian purpose. Changes in conditions often cause what was once useful for a specific purpose to lose its utilitarian value. Tradition and inertia bring it about, however, that such studies are still retained on the theory that they have what is called a cultural or disciplinary value apart from an utilitarian purpose. But in the long run education, which has no purpose but liberal culture requires so continuous a jurisdiction in the world such as we find it that it would seem that it will not make the appeal which is necessary to secure the funds to finance it. And it may perhaps be said in justification of the popular view that a liberal education is not so much dependent upon the subjects taught as upon the method of their teaching, and the character of the teacher.

But if the facts and tendencies are as has been stated, they should continually be borne in mind and care should be taken that the education given in the preparatory school and college as well as in the later professional school does not degenerate into merely technical specialized education with little or no emphasis upon the philosophical side of the subject.

Another tendency which is to be remarked in the case of American higher education has to do with the method of instruction.

In the early days of American higher education, as was the case in Europe at the time, the learning which was imparted was for the most part essentially book learning. The student lived by himself in a world of books and had little if any contact with the real world he was to enter on leaving the college. His face was turned towards the past rather than the future, and the methods by which he was taught

were for the most part didactic in character. On the one hand he learned a great deal through the exercise of his memory. On the other he obtained facility in arguing in a logical manner from premises which were assumed. But the process of learning was confined for the most to the use of books. This was almost as true of professional as of collegiate education, when professional came to be associated with collegiate education.

But owing, I believe, largely to the introduction of the scientific laboratory into the college the former methods have been greatly changed. The student is, at the present time, forced not merely to remember what he has been told or has read or to argue logically from assumed premises, but as well to acquire knowledge by doing. Experiment has been added to argument and memory. Induction has supplemented deduction. Generalization and synthesis from recorded facts have been shown to be as necessary as speculation based on logic. Actual life rather than a description of life has been studied.

Perhaps this tendency has been more marked in the case of the professional than in that of the college work. The general introduction of the case system in the study of the law has had as one of its effects to cause both the instructor and the student to avoid the statement of unqualified general principles and to lay greater emphasis than was once the case upon the importance of particular states of fact and the influence of economic and social conditions. Scientific laboratories in the fundamental medical sciences and dispensary and hospital experience have given to the medical student a much more realistic and accurate picture of pathological conditions than were at one time obtained from the perusal of the best of books.

What has happened in law and medicine is now beginning to happen in other branches of study. This is particularly true, at the present time, of engineering. The application of the same principles, viz.: that of attempting to make the study real to the student naturally takes different forms in different lines of work. The laboratory is trusted to make things real to the student of science, the case to the student of law and the hospital to the student of medicine. In engineering, which has in large measure to do with the commercial application of scientific principles, the form which this tendency has taken has consisted of various attempts to combine the shop and factory with the laboratory and the class-room. One of the most interesting recent developments in engineering education is what is known as the co-operative system which provides that the student shall alternate between the class-room and the factory. And it would seem that if the general tendency in the direction of making education real to the student is to follow in the engineering branches some such arrangement is unavoidable. For the very character of the subject makes it impossible to rely upon the things which pure science, law and medicine have found to be desirable. Laboratory experiments cannot solve the problems of mass production. The case book and the hospital must be found in the actual industrial world.

The course of development which has been described can hardly fail to raise two questions viz.:

First, what should be its effect upon the relations of College and Secondary Schools? and

Second, what should be its effect upon the relations of University and College?

First the relations of college and secondary schools. I have called attention to the fact that many of the best professional schools are

providing two or more years of college as an entrance requirement, and are as well prescribing much of the work of these two years. This requirement is evidently based upon the theory that in the secondary school and the first two years of college the would be student of the professional should have had both all necessary liberal training and all his required preprofessional work. The first two years of college and the work of the secondary school have this in common. They are preliminary and not advanced work. Notwithstanding this common character this work is at present under the control of two independent authorities viz: the school and the college authorities. One result is (in my opinion) a duplication of effort as seen in the number of elementary subjects taught both in the high school and the college and the possibility for the student under a liberal elective system in college to continue to do in college much elementary work. A further result I am inclined to think is a loss of considerable time which is partially at any rate responsible for the fact that American young people as a rule unduly postpone the beginning of their professional or advanced work as compared with the youth of other countries. For this postponement the relation of the college to the secondary school is not, however, entirely responsible. Another cause—perhaps a more potent cause—is unquestionably to be found in the present standardized four year college course which forces or tempts men in one way or another to remain in college for the standard four year period before entering the professional or graduate school.

Partly because of the appreciation of the improper organization of secondary and elementary education and partly because of the desire to relieve the great pressure on the first two years of college due to the numbers of young people seeking a college education the junior college movement has been inaugurated. One hundred and sixty-six junior colleges have been established since 1910. In most cases the junior college has been formed by adding two years to the secondary school. This would seem to be the best solution of the problem. It will place all really secondary education under one authority and should eliminate a good deal of the duplication which now exists. If in addition some arrangement could be made in such a junior college for giving special treatment to the bright students there is little doubt that such time could be saved in the preparation of such students for their subsequent professional or advanced work.

Second, the relations of the college and the university. In speaking of the university in this connection I am using the word with its European connotation is as indicative of an institution which is devoted to advanced work professional or non-professional. This I acknowledge is not the meaning given to the word in American educational terminology. In this country the word is ordinarily applied to an institution which has in addition to a college, itself in large measure devoted to what we have seen is secondary work, one or more of the many existing professional or non-professional schools. Dr. Gilman the first president of the Johns Hopkins University in his inaugural address delivered in 1876 discussed the advisability of the attachment to the university of these technical schools and while committing himself in a general way in favor of such an arrangement said: "We must beware lest we be led away from our foundations; lest we make our schools technical instead of liberal and impart a knowledge of methods rather than of principles. If we make this mistake we shall have an excellent polytechnicum but not a university."

May we not ask the question whether there is not a danger that

the number of technical schools which have gathered under the wing of the American university, all with distinctly practical purposes, will have if it has not already had, the effect of discouraging the pursuit in the university of the knowledge of principles.

But such a danger, if it be a danger, is not nearly so great as is the danger which come from the presence in a university of a large body of undergraduate students. The enormous increase in the number of college students in recent years has inevitably led to what has been called "mass" instruction, and to a superabundance of regulations which hamper the freedom of the student and tend to diminish his personal responsibility and initiative. Although the last two years of college are more advanced in character than the first two years, the methods adopted for the instruction of those in the first two years—who comprise sixty per cent. of the undergraduate body—are in large measure adopted for the last two years. This is also true in a degree in the case of the advanced work given in the present graduate department.

Secondary of school methods necessary in the case of large numbers of immature students are inconsistent with the methods adapted for advanced or university students whose personal responsibility and individual initiative should be fostered. The presence in the university of a large number of what are really secondary students who must be instructed in the mass and be made subject to a great number of regulations thus makes the development of the best kind of advanced instruction difficult if not impossible. Lincoln you remember once said that the country could not be half slave and half free. We may I believe say of the university, it cannot successfully devote itself at the same time to secondary and advanced instruction.

Much of our present difficulty arises from the fact that the last two years of college which are in large measure devoted to work which is advanced as compared with the work of the first two years is like the work of the first two years under the jurisdiction of the college faculty. The other advanced nonprofessional work is under the jurisdiction of the graduate faculty. As in the case of the relation of the college to the secondary school so here the existence of two authorities makes it difficult to treat the advanced work done in the university in a uniform and consistent manner.

The fact is then that the line of cleavage between secondary and advanced work which now is made at the end of the college course is fixed at the improper place with the result that the use of secondary methods is unduly prolonged and the use of methods best suited to advanced work is unduly postponed. Under conditions as they are now, the same reasons, which have brought it about that professional work begins so generally at the end of the second college year, are valid for beginning now professional advanced work at that time.

Probably the cause of our present arrangement of secondary college and graduate work, as we call advanced work, is a purely historical one. The present arrangement may have been justified when adopted but it is to be doubted whether it is now proper. When the so-called graduate work was organized fifty years ago, after the failure of the elective system with advanced college entrance requirements to produce a school of new professional advanced studies, the so-called graduate department was superimposed upon the college in most institutions which organized advanced work. The first move in this direction was made by the Johns Hopkins University at the time

of its foundation. Its plan was generally followed. An exception to this general tendency is however to be noticed in the case of Columbia University which entered upon graduate work at the same time. Columbia fixed the line of cleavage between secondary and advanced work at the end of the junior college year and admitted to the graduate department students who had completed that year, and gave them the doctor's degree at the end of the third year of residence after the completion of the junior year of college. Both Harvard and Princeton followed the Columbia plan of requiring only three years of residence after the completion of the junior year but insisted upon the bachelor's degree for entrance into the graduate department. Most other institutions adopted the Hopkins plan of requiring the bachelor's degree and three years of graduate study.

The original Hopkins plan was however based upon a flexible three year college following a five year secondary school course. This college had no class system. College students were encouraged to shorten the three year course by official recognition of reading courses and examinations on them. There was also in the original Hopkins plan little distinction between undergraduates and graduate students. The latter who were much more numerous than the undergraduates gave its tone to the work of the institution. Conditions were thus quite different at Hopkins in the early years of the institution from what they were elsewhere. The development of a large undergraduate body and the adoption of the standardized four year college have however tended to cause them to approximate if not to be identical with those of other American universities.

It is in view of these considerations that I have proposed that the Johns Hopkins University shall at some time in I hope the near future devote itself exclusively to what I have called advanced instruction and as a consequence abandon what in a general way may be called the existing work of the first two years of the college, and shall consolidate what is now roughly speaking the work of the last two years of college with its present graduate work, applying to all this advanced work essentially the methods and standards that are applicable to our present graduate work.

The question of degrees while not of supreme importance from the point of view of educational theory has from other directions a distinct practical significance.

Degrees are given and sought as a reward for the accomplishment of work. They were originally provided, somewhat in imitation of the titles awarded in the old craft guilds first whose Latin name you will remember was *universitates*. The stage in learning is, the undergraduate stage was like an apprenticeship. At the end of this stage a man in a guild became a journeyman and in the guild of learning became a bachelor. The second stage, viz.: that of journeyman or bachelor was terminated by the conferring of the title or degree of master or doctor.

The degree or title marked in both the guild and university the end of a stage of progress and the beginning of a new stage which differed from the first.

In different countries different practices were adopted. In France the degree of bachelor was and is given on the completion of secondary instruction. In England it was and is given on the completion of the period of advanced instruction. In Germany as in England no degree is given at the end of the period of secondary instruction but the degree of doctor is given at the end of the period of advanced instruction.

In the United States the English practice at first prevailed. That is the completion of secondary work was not rewarded by a degree and the bachelor's degree was given to those who completed the college course which was the only advanced instruction we had. When a result of German influence the graduate departments were provided in this country successful completion of courses in these departments was rewarded with the doctor's degree.

The result is that at present the bachelor's degree is given for work which judged by modern standards is partly secondary and partly advanced. If we could adopt the French practice and give this degree at the end of the secondary period the degree would become a junior college degree. The higher degrees Master and Doctor would then be reserved for advanced work.

Such a solution would remove many existing difficulties and would make our degree system conform to our real educational needs. That this solution is at present possible is hardly to be hoped although it is conceivable that an institution wishing to devote itself exclusively to advanced non-professional work might, after the manner of many law and medical schools, cease giving the A. B. degree and give merely an advanced degree. More and more students are now omitting the A. B. degree and going directly from the second year of college into the Law and Medical Schools as candidates for professional degrees. It is quite possible that they might accord the advanced non-professional school the same treatment.

How the secondary schools in the State of Maryland can adjust themselves to such a change, as I have proposed is, I am aware a question upon which I am neither authorized nor qualified to speak. Perhaps, I am, however, justified in pointing out, that the county high schools, if they find themselves unable to meet the proposed requirements of the university, might continue as at present sending their graduates to the other colleges of the state from which if they so desire they might come to the Johns Hopkins University after two years of work. So far as concerns the Baltimore high schools I might also point out that at the present time bright students can either under present conditions or by doing more work than now enter our undergraduate department with one year advanced standing. I feel, though here I speak subject to correction by those who know more about the matter, that if the attention of the student were called earlier in his course to the requirements he would be called upon to meet, he could if a high grade student by a better adjustment of his work and by harder work do in his present high school course a large part of the work which would be required. Perhaps he could not do it all, but, if the Baltimore City College could do the work it once did when it had a five instead of a four year course I have little doubt about its being able to prepare a bright boy to enter the university reorganized as I have proposed.

If the plan which I have outlined could be worked out by the Johns Hopkins University, I feel that we should make a distinct contribution to American higher education even if it were not generally copied. For we should have in this country at any rate one institution which would be devoted exclusively to advanced instruction in which capable young men desirous of devoting themselves to special work could begin that work at an earlier age than is possible at present, an institution which because of the serious purposes of the student body would be free from many of the distracting influences of American college

life, which some of us who are in charge of higher educational institutions deplore.

The following announcements were made by President Unger :

1. The meeting of the Parent-Teachers' Association will be held in Room 207 instead of Room 211, as indicated on the special program.

2. The Teachers' College Club dinner will be given at the Southern Hotel to-night at 6.30, and those who have not registered can do so by applying to Miss Bessie C. Stern, Secretary-Treasurer.

Mr. Unger also called attention to the exhibits on display in the Western High School Building, saying that they were so outstanding and progressive and represented some very fine work. Baltimore City's exhibit is in fourteen departments, that is, one exhibit for each Department of the City School System. The Maryland State Normal School exhibit is divided into four parts. There is also an exhibit of geographical and historical maps displayed in the annex. Mr. Unger emphasized very strongly the desirability of studying these exhibits.

The fine coterie of speakers for the departmental meetings on Friday afternoon was brought to the attention of the Assembly by Mr. Unger, and attendance upon these sessions was urged.

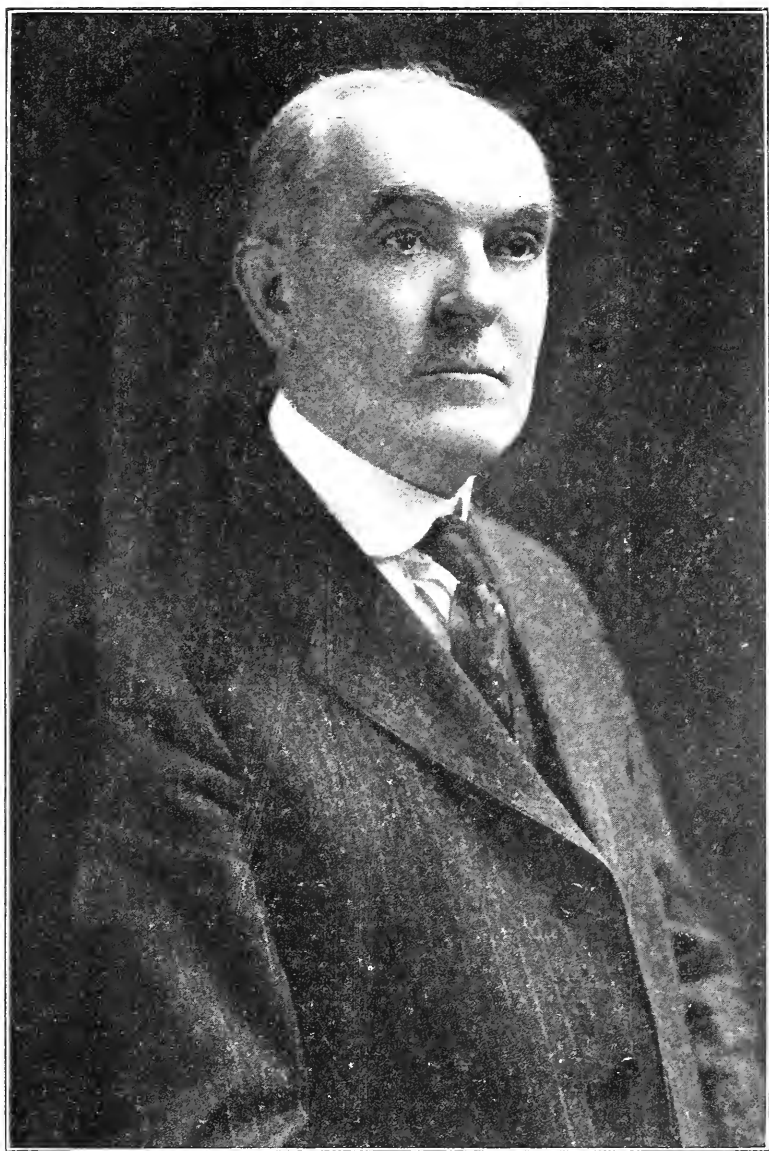
The Carroll County High School Symphony Orchestra now presented its program of music, indicated below, which was thoroughly enjoyed by the Association.

1. Priest's March—Mendelssohn.
2. Apple Blossoms—Roberts.
3. Boys and Girls of California—Ascher.

This orchestra is the outgrowth of an experiment in instrumental music instruction and orchestral supervision in Carroll County High Schools, under the direction of Mr. Philip Royer of Westminster, Maryland. Mr. Royer was secured as part-time violin instructor and orchestral director for the school year, 1924-1925, and he began at once to develop violin classes and orchestras in six of the high schools of the county. The results of the first year's work were concretely exhibited at the annual music contest in Westminster, in May 1925, at which event the various orchestras played separately in competition and then combined for the first time in a final number. The Board of Education was so well pleased with what had been accomplished that it was decided to extend the project. Mr. Royer is now employed as violin instructor and orchestral director in ten Carroll County high schools and spends half a day a week at each school. Several rehearsals have been held this year for the purpose of uniting the best talent of all the high schools in a Carroll County High School Symphony Orchestra, a striking feature of which is the large number of violins, which form an excellent balance for the other instruments.

PRESIDENT UNGER :

Dr. John L. Stenquist, Director of Educational Research in the Baltimore City Schools, will now tell us "Some Things Research is Showing."



M. S. H. UNGER,
President

SOME THINGS RESEARCH IS SHOWING

JOHN L. STENQUIST

Modern psychology has abundantly shown that mental growth never takes place by chance or caprice, but that it is governed by laws as inexorable as those of chemistry or biology. The laws of learning may be somewhat intricate but they operate as surely as does the law of gravity. In spite of this well-known fact, however, we, in our schools, violate them in many ways and many times. This is one of the reasons why research is quite as necessary in education as in any other field. We need to discover new and better ways of accomplishing the established purposes of education. The amazing recent development in the physical sciences, in medicine, in engineering, in chemistry, serves as an inspiration and indicates to us the possibilities of research. It is claimed that in the field of medicine as much progress has been made in the past fifty years as was made in the preceding fifty centuries. If this is true, we may well pause with awe in contemplation of the unbelievable possibilities of research.

To be sure the great revolution that has been wrought in present day life through these very discoveries in the other sciences has not only left education far behind, but has also continuously made its problems, particularly those of educational aims, more and more intricate. Most of what constituted a justifiable course of study two decades or even one decade ago, is already out of date and largely indefensible.

On the other hand there are certain gains which education has made through the phenomenal advance of the other sciences. For one thing we have learned that some of the methods of research applicable to other sciences can be utilized in the field of education. It is true that considerable research has already taken place in our field, but we must not forget that we are still essentially in the beginning stages of the creation of a science of education.

One of the most significant items in educational research has been the gradual development of means for measuring products and processes of the classroom, the invention of standard tests and scales for accurately measuring the progress of learning in various subjects. Measurement is as fundamental to progress in education as it is to progress in electricity or in medicine. It is only when definite measurements replace personal opinions that scientific progress becomes possible. Precision instruments with which to calibre and note the changes which we are making in the minds of children are surely at least as important as precision instruments in an automobile factory.

Objective measurements of results in education have only recently made it possible for us to check up the progress of the learning process. For the first time it is becoming possible for us to turn the X-ray of a method at least partially scientific upon the learning process.

Some of the Things We Find

1. In Baltimore as in other cities carefully studying their educational problems, one of the first things that standardized measurement has shown is that mass methods of teaching are in a large measure ineffective and indefensible. Results of thousands of pupils who have been carefully tested show that by no means all pupils who are, for example, in the fifth grade are of fifth grade level in their know-

ledge of the specific subjects which we are teaching them. Indeed in practically every grade (made up of pupils of approximately similar age who have spent about the same time in school,) we find many pupils either far above their grade level or far below their grade level in actual school achievement.

Out of over fifteen thousand pupils recently tested, more than a third were found to have reading ability of from one to four years above their grade level, while nearly one-third of them were found to have reading ability of less than their grade level, ranging all the way from one to four years below. Tests also show that many children fail to grasp what they read because they attempt to read too fast. From among the data above referred to, we find that over 30% read too fast for their own ability in comprehension, some reading with a speed equivalent to pupils 3 to 5 grades higher, but failing to comprehend what they read. Similarly we find at least a third who read at too slow a rate of speed, in some extreme cases as much as five grades below standard grade level. In arithmetic, from the same data, we find at least one-third of the pupils from one to three grades above their own grade level and a corresponding number as far or farther below their grade levels. In spelling the same general distribution is found.

What Can Such Findings Mean ?

If these results are to be taken seriously they are extremely significant, and there is no good reason why they should not be taken seriously for they are based on tests whose probable error is very small compared with the enormous differences shown. Even if a test rating were in error as much as a whole year, which is extremely unlikely, the range would nevertheless be extraordinary. As a matter of fact, the probable error of the tests employed will rarely exceed six months and often will be less than two months. Consider what is happening to the mind of the fifth grade pupil who is sitting in a fifth grade but whose reading ability is less than that expected in third grade. It means that the teacher, in presenting fifth grade work, is giving him tasks that are hopelessly too difficult for him. He is unable to comprehend fifth grade geography lessons. His work in the social sciences is for the most part like a foreign language because he does not understand the meaning of the words employed.

Next take the case of a pupil in the same grade who reads and comprehends as well as the first year high school students. With what is his mind likely to be occupied while he is listening to the faltering progress of the pupil just described? Or take the case of the pupil in the same class who in arithmetic is actually below third grade level, who has not learned the multiplication tables, who makes frequent errors in the addition and subtraction of small numbers and who is attempting to do regular fifth grade work involving addition, subtraction, multiplication and division of fractions. It is not strange that such a pupil rapidly falls behind and finds it impossible to do the work. In the same grade there are usually sure to be two, three or even a dozen pupils who grasp the facts of arithmetic with the greatest ease and who test at grade levels two or three grades beyond their own. Such pupils are being unconsciously schooled in methods of idleness because their regular grade work is too easy to bring about the optimum development of which they are capable.

2. Consider further that a third of the pupils of any grade are slow to learn in general, many of them being actually stupid so far as

academic subjects are concerned, while an equal number are brilliant, of the type of mind that can grasp a fact with hearing it. By and large in our schools the country over, as they have been conducted up to the present, we are attempting to present to all these pupils approximately the same course of study. If the intelligent teacher, desperate in this situation, finally gives to the dull child only a minimum of what the course calls for it is done more or less surreptitiously. If she provides for the brilliant pupil books, problems, and materials which offer a real challenge to his rapidly growing mind, it is largely an individual matter with her and a tribute to her good judgment, but no adequate provision has for the most part been made to support her in doing so. And at the end of the term bright and dull alike are promoted, the only alternative of actual promotion is failure.

There has been no sufficient scheme for fitting the course of study to pupils as they really are. We have persisted in giving one general course designed for pupils as they ought to be. Those who were unable to keep in lock-step with the rigid average have, in large numbers, fallen by the wayside,—many of them never having once tasted the flavor of real success in any part of their academic career.

There is now adequate test data to show that a large percentage of pupils who are dull in academic work have average or high mechanical aptitude, and still others have average or high social intelligence, that is, they are skillful in the ability to handle people. to "get on" in most situations, but these virtues are overlooked in our academic zeal.

3. A third cause of confusion added to this situation is the fact that the teacher has no method of marking save on the basis of her own personal opinion. Surely we are not surprised that confusion is added to confusion as pupils progress from grade to grade, for it has been repeatedly and conclusively shown that teachers' marks are very unreliable. The standard that every teacher has is in the main her own individual standard. There is no definite way that she can give credit, for example, to a slow pupil who by putting forth his best efforts has mastered the minimum facts of his grade although he has taken the maximum time, unless it be by giving him a mark of "E," "G" or "M," which goes on record, not as certifying his heroic efforts, but merely as an undefined record of his achievement in "the" course of study.

It may be objected that the facts as here presented are unduly pessimistic and that the judgment passed on American school procedures is too harsh. It is one function of research in any field to point out weaknesses however, place where improvement is needed. There is, indeed, no shorter cut to progress, for only when defects are revealed to cures become possible. If the picture painted here is too dismal, it is more than offset by reams of platitudes on the virtues of our schools which have issued annually since our schools began, which platitudes are in themselves largely responsible for conditions as we find them.

There are still other factors that add to the confusion. One of these is our inadequate system of school records. Most of what a teacher learns of the weaknesses and strengths of individual pupils during the course of a term is lost when these pupils are promoted to another teacher. For want of adequate and continuous records, each new teacher must go through the same process of discovering weaknesses and strengths of these same children when they become her new pupils. It is, of course, recognized that a pupil's escape from one teacher to another sometimes has its advantages. If the first

teacher is prejudiced against a pupil it is well that all record of that should be lost. All of us have at some point in our career made good in a new situation where we have failed in an old one, simply by escaping from old prejudices that were preventing our progress. Notwithstanding this, the fundamental argument of waste due to inadequate educational histories remains sound.

Possible Remedies

For all these difficulties remedies will eventually be found; for having discovered a difficulty is to have already made substantial progress. In education, as in medicine, diagnosis is more difficult than treatment and it is here that we hope for the greatest contribution from research. It is the primary business of research to locate and define problems, but research is interested also in remedies. These will come logically and without great delay, we are confident, from the teachers themselves, from supervisors, principals, and administrative officers.

Among the various remedies for the difficulties outlined, the following may be suggested:

1. Possible remedies for the enormous achievement differences in each grade in elementary schools:

- (a) The development of definite differentiated courses of study in each subject, as, for example, the X, Y, Z plan carried out in the Oakland and Detroit schools. This provides a minimum course for the slow pupil, and the broadcast and richest course for the brilliant pupil.
- (b) The definite adoption of group instruction within grades, in which a teacher teaches her class in small groups based on individual needs.
- (c) The adoption of the individual plan of instruction as carried out in the Winnetka plan or some modification of it.
- (d) Classifying the pupils into these different grades on the basis of intelligence and achievement tests.

2. Possible improvements in dealing with slow or dull pupils.

- (a) Pupils who are dull in school might first of all be better handled if placed in a minimum course from the beginning and given as much individual instruction as possible, until the minimum essentials of an elementary school education are attained.
- (b) Definite tests of special aptitude such as mechanical or clerical skill, or skill in handling people, should then make it possible to intelligently guide many such pupils into vocational courses. Such guidance should be positive and vigorous and not given merely as an after thought to forestall academic failure. Possible entry into the industrial and business world could be shown to be as high a privilege, and as great an opportunity for certain pupils, as a college career for their more academic classmates.

3. Possible remedies for the inaccuracy of teachers' marks.

- (a) The introduction of objective tests to cover the X course of study, another series for the Y courses, and a third for the Z course.

(b) The setting up of definite standards of what constitutes each grade of excellence based on these tests in each course. Such tests could be semi-formal and could be given at least once each term.

4. Possible remedies for inadequate school records.

(a) Some system of improved record keeping (to be kept by each teacher) which will be adequate and yet not too burdensome. It should transmit to each succeeding teacher vital information concerning the progress of each pupil. The Baltimore Packet Record System is an example. Such a system of school records becomes the mainstay for vocational guidance in the upper grades.

Finally, one of the most important remedies for all of these difficulties will be better training for teachers, principles and all school people, specific training to fit the need of these newer requirements. While I yield to none in my admiration of the fine qualities of teachers and principles in general, the fact remains that more than fine qualities are required. We must all actually study these problems far more intently than has been the case heretofore. Honesty, sincerity, and faithfulness are excellent virtues, but in and of themselves alone they will not bring about educational progress. Intensive study of the technical problems centering around the learning process itself, as we are attempting to stimulate it in our schools, is the *sine qua non* of progress. It is all very well to strive for better buildings, for better equipment, for consolidation etc., but in the last analysis all these are but the accessories of the essential factor in education, the learning process itself.

This paper has designedly made no mention of the various movements and experiments already underway in many of our schools to remedy the difficulties pointed out. Some of these beginnings are promising and the story of what is being contemplated, or in some cases actually being done in Baltimore to meet the difficulties outlined would constitute an excellent subject for another paper. Despite these hopeful beginnings, however, it is the duty of research to act as a constant reminder of how short a distance we have gone in solving innumerable problems with which public education is faced. Thus it seems to me, that research is showing above all the need for more research—not only by specialists but by every teacher and every executive.

SECOND GENERAL SESSION

Saturday, November 28, 1925

The second general session of the Maryland State Teachers' Association, which was also the four meeting of the Representative Assembly of the Association, convened at ten o'clock, Saturday morning, in the auditorium of the Western High School Building, Baltimore, November 28, 1925, with President Unger presiding.

The following telegram from Mary McSkimmon, President of the National Education Association, Washington, D. C., was read by President Unger:

"President, Maryland State Teachers' Association,
Care of Superintendent of Schools, Baltimore, Maryland:—

This message brings the cordial greetings of the National Education Association to the officers and members of the Maryland State Teachers' Association. May we not count on your endorsement of the movement for a stabilized all inclusive membership, and the entire profession at work on its problems by a resolution to this effect? Owing to the economic and political conditions, it behooves all forces to work together for the protection and improvement of the profession. Count on the fullest support which this Association can possibly give in meeting the situation in your State. May this be the most outstanding session for constructive work you have ever held.

(Signed) MARY McSKIMMON,
President, National Education Association.

The following report of the Committee on Legislation was read by the Chairman, Superintendent E. W. Broome:

"Mr. President and members of the Association:

Your committee on school legislation has no accomplishments to report. The Legislature of Maryland has not been in session the past year. The next meeting of the Legislature will not be until 1927.

We are glad to notice in taking account of tendencies in other States that the higher ideals for modern education are being provided for, in respect to administrative organization, amount and distribution of funds, and more especially in connection with the curriculum reorganization as the needs of modern life require.

It is with great satisfaction we observe that Maryland has already attained, in so far as school legislation is concerned, very many of the goals now set in other states. This brings us to suggest that our problems is more in the nature of greater appreciation of the laws we already have than in the suggestion of new ones. May our committee suggest that we build throughout the State a more widespread acceptance of our present school provisions in the law, that every safeguard in public opinion may be thrown around the preservation of our structure as we have it?"

Respectfully submitted,

(Signed)

J. D. ZENTMEYER,
MRS. H. E. PARKHURST,
MRS. HELENE A. B. LEE
MRS. ELIZABETH PIPPEN,
EDWIN W. BROOME, Chairman.

This report of the Committee on Legislation was unanimously accepted.

Mr. T. G. Bennett, Chairman of the Committee on Educational Progress, now presented his report to the assembly, as follows:

The committee on Educational Progress wishes to submit the enclosed report for the State of Maryland. This report is divided in three parts.

1. Baltimore City.
2. Colleges and Universities of Maryland.
3. Counties of Maryland.

In some instances it has been necessary to make comparisons as far back as 1921, in order to show that certain goals set up were being accomplished in 1924-1925.

We beg to remain,

FOWLER D. BROOKS,
H. RANSOM,
T. G. BENNETT,
Committee.

COUNTIES OF MARYLAND

1—IMPROVEMENT OF INSTRUCTION

(1)—Improvement of the Training of New Teachers

In 1921 there were 3040 el. teachers in the State of Maryland and about 1259 of these held first grade certificates. In 1924 there were 1974 teachers in Maryland holding first grade certificates. This shows a much larger number of teachers having a two years training above the High School.

(2)—Improvement of Training of Teachers in Service

Extension courses have been offered together with examination credits for Summer School and experience in teaching, all of which factors have changed the grade of certification and increased the efficiency of this grade of teachers.

(3)—Improvement of Training of Teachers in Normal School

To the Normal School belongs the credit of more nearly adjusting the teachers training to the anticipated needs of the rural field. Rural courses, practice teaching, and a more sympathetic attitude under thorough supervision have produced a more efficient teaching product.

(4)—Improvement in Supervised Teaching Corps

In 1921, a few counties only had established a policy of aiding its teachers by means of Supervising Teachers. In 1924 we find each county having at least one Supervising Teacher and in many counties the full number necessary for each forty teachers.

(5)—Improvement of Quality of Instruction

Systematic use of tests given in the various counties has allowed for a more accurate study of results in schools and in counties; in ad-

dition to individual instruction and the use of remedial work, in the fundamentals, other habit formations have been set up in the curriculum.

It is to be noted that the amount of money spent for materials of instruction, per child, in A. D. A. has increased. Certainly, this is a necessary procedure if a better quality of instruction is to be secured.

The State Department of Education has made a comparative study in Elementary Schools, in Arithmetic and Reading and in the High Schools in Fundamentals of English of the first year students.

2—EQUALIZING EDUCATIONAL OPPORTUNITIES

(1)—In 1923 4334 Elementary H. S. Children were being Transported

In 1924 6500 children were being transported. There has been some increase in the number of High Schools established, however, the greatest difference has been in raising the standard of the High Schools already established. In some counties in addition, particular attention has been paid to the transportation of High School students to the large Central High schools. This situation not only centralizes the instruction but brings out two other important factors—

1. Children are at home with their parents at night.
2. The elimination of the cost of students boarding in town.

In one instance in 1920 about \$6000.00 was expended for board. In 1924-25 with the increase of 175 pupils, only about \$600.00 was expended for board. Add to this \$600 about \$2000.00, as part payment on transportation and you then have a difference of \$3400.00 less cost and 175 more pupils in High School. These results are important factors in considering High School transportation.

(2)—Distribution of Teachers

A study of the experience and training of teachers in both the Elementary and High Schools shows that, the best teachers are not now located only in central schools but are distributed more equally in the Elementary and rural High Schools. This is another very important fact for rural parents to consider. This equality of distribution applies also to the material of instruction and equipment.

(3)—Attitude of Parents

Evidence points out that every where parents are becoming more conscious to the fact that, a certain amount of training is necessary. More children are attending the High Schools and colleges. Rural Maryland is beginning to awake to the fact that more knowledge used in the proper way helps in a better performance the things that have to be done in life.

4—A MARYLAND STATE EQUALIZATION FUND

As a result of a policy set up by the State Superintendent and State Board of Education.

The achievement of the Maryland legislature of 1922 marks an epoch in educational progress in this State. The increase in salaries of first grade teachers, with the differential in favor of the rural teacher, will make teaching in the country more attractive for the noral school graduate. By increasing the support and enlarging the

facilities of the State normal schools, and by providing for an additional normal school on the Eastern Shore, the legislature furnished the means of preparing an adequate number of trained teachers. Training of teachers in service through expert supervision is made State-wide and compulsory, and will result in raising the more poorly trained teachers to higher professional levels. The Equalization Fund guarantees to every county an opportunity equal to that of every other county to maintain a good school system. As the poorer teachers drop out they can be succeeded by teachers of the highest qualifications without increasing the burden of local taxation. Any community may now demand for its children as good a teacher as there is anywhere, and the State will take care of the additional cost. The best is none too good for the country child, and Maryland is not going to be satisfied until the best is accorded every child, rural and urban alike.

(Md. State Report 1924.)

3—OTHER SIGNIFICANT FACTORS (Md. State Report 1924)

1. Maryland's index number of schools attended and finance in 1918 was 43.2, in 1924 77.8.

2. Maryland colleges enrolled 151,500 and Baltimore City 154,800 different pupils. The number of pupils belonging in Maryland counties was 138,100 and 97,100 in the City of Baltimore.

There were 25,940 white pupils belonging in 1,046 one teacher schools, 16,300 in two teacher schools and 54,370 in three or more teacher schools.

Maryland counties enrolled 14,840 white high school students in 142 schools, 747 white high school teachers in the counties, open on the average of 188 days. White elementary 186 days, colored elementary 165.

All white elementary pupils above the first grade, (65,000) were given the State tests in reading and arithmetic reasoning in 1923-24. There were 7,570 graduates from the county white elementary schools of whom 3,360 were boys. The county high school graduates from the four year course 813 boys and 1405 girls.

Teacher's examinations were discontinued and the issuance of certificates was changed to school credits.

Of 791 high school teachers in 1924, 84% held regular certificates. The teaching staff in the Maryland schools included 7,430 teachers of whom 4,578 were in the counties.

Summer schools in 1924 were attended by 832 white elementary teachers from the counties, 232 white high school teachers and 184 colored teachers.

There is a teacher for every twenty pupils in high school in the counties. In elementary schools there is a teacher for every 31.5 pupils.

The average salary of high school teachers and principals in the counties is \$1,477, elementary teachers \$1,030. The running expenses of the county schools is \$6,476,400 of which \$4,408,000 came from the local sources. Baltimore City spent \$6,963,000 of which \$5,902,000 came from city funds.

The current expense cost per pupil in the county schools was \$47.00 in 1924 analyzed as follows:

\$45.00 white elementary, \$98.00 white high schools and \$22.00 colored.

\$950,000 was spent in the counties in capital outlay and \$5,337,000 in Baltimore City.

Parent Teacher Associations were organized in two-third of the white high schools, one-third in the white elementary schools and three fifths in the colored schools.

Of 310 graduates in the Normal schools in 1924 over 56% taught in rural schools.

The Maryland State Teacher's Association had in 1924 1,997 teachers enrolled in membership. This represents 35% members. Two counties of Maryland, Queen Anne's county and Worcester county have a 100% membership in its local, State and National Association. Carroll, Talbot, Wicomico, Somerset and Cecil, have 100% membership in local and State Associations.

HEALTH EDUCATION ACTIVITIES OF THE STATE DEPARTMENT OF HEALTH

The State Department of Health is charged by law with the duty of preventing disease and promoting health in Maryland. Either directly or indirectly practically every function of the eight (8) bureaus and three (3) divisions of the Department, has an educational aspect. A list of the Bureaus and Divisions will suffice to confirm this statement.

Bureaus:—

Vital Statistics.
Control of Communicable Diseases.
Bacteriology.
Chemistry.
Sanitary Engineering.
Food and Drugs.
Child Hygiene.
Personnel and Accounts.

Divisions:—

Public Health Nursing.
Public Health Education.
Legal Administration.

In addition to the more or less indirect educational work that is carried on from day to day among individuals or communities in connection with the control of communicable disease, there are certain specific health education activities carried on by the Department for the benefit of the people of the State. These include the following:—

Weekly Health Bulletin sent to the county papers for publication; and also to County Health Officers; to public health nurses; to teachers, or others interested.

Newspaper Articles on Special Subjects, prepared for local papers by members of the Department, and Health Officers.

Educational Circulars, Pamphlets, and Posters, distributed by the—

1. Bureau of Child Hygiene in connection with Child Health conferences; home visits of the public health nurses; or on request; on care of the young mother; care of the baby and pre-school child; suggested diets for mothers and young children.
2. Bureau of Communicable diseases, especially in the control of typhoid, tuberculosis, diphtheria, rabies, the venereal diseases, and immunization against typhoid and diphtheria.
3. Bureau of Sanitary Engineering, especially in the control of typhoid, and other intestinal diseases.
4. Food and Drugs; press bulletins supplied to the newspapers; special bulletins to producers and dealers, with reference to the sanitary production of milk, oysters, and other foods, and to the general operation of the Food and Drug laws.

Movies, Lantern Slides, Brayco Films:—Loaned.

1. By the Bureau of Child Hygiene, to organizations, or responsible individuals, on the following subjects:—

Movie Films:—

"Well-born."

"Out of the Everywhere."

Prenatal Films.

"Saving the Eyes of Youth."

"Milk."

"Our Children"—showing the development of baby health conferences.

"The Priceless Gift of Health."

"The Error of Omission," (birth registration film.)

"The Romance of the White Bottle," (milk film.)

"The Knowing Gnome."

"Bringing it Home," (Interesting Story of Child Health Conferences.)

Brayco Films:—

"Stung," (mosquito film.)

"Transmission of Diseases," (t. b. film.)

"Science of Life," (fly film.)

"Old King Cole," (nursery rhyme.)

"X-Ray on Teeth."

Care of the Baby—(a) "Bathing."

(b) "Feeding."

(c) "Dressing the Baby."

Lantern Slides:—Child Hygiene.

2. By the Bureau of Communicable Disease, on malaria, small-pox, the venereal diseases.

Exhibits:—

1. Loaned by the Bureau of Child Hygiene:—
A Model of a Health Center, showing arrangements for child health conferences; home nursing classes; loan closets, etc. Model layette for a baby, with bathing and feeding outfits; models of dolls, infant and pre-school age, for use in home nursing classes.
2. Loaned by the Bureau of Sanitary Engineering:—
 Models of sewerage disposal plant for private residence; models showing seepage from contaminated wells into drinking water supplies.

Addresses:—

Informal talks and addresses by the Local Health Officers; the public health nurses, and other members of the Department, many of them illustrated by moving pictures, form an important part of the health education program in each county.

Home Nursing Classes:—

Are conducted in connection with the activities at the Health Centers, or local headquarters, or school work, of the public health nurses, in practically all of the counties.

Medical Inspection of Schools.—

With the accompanying educational effect of the follow-up corrections of defects; immunization against diphtheria, etc.

COLLEGES

"The data as herein presented is to those institutions reporting at the time this report went to press."

Johns Hopkins University

1. Opening of Wilmer Eye Institute upon a three-million-dollar foundation for advanced research on diseases of the eye,—the only institute of the kind in the United States.

2. Progress in the establishment and endowment of the Walter Hines Page School of International Relations.

3. Opening of the Institute of Biological Research under the direction of Professor Raymond Pearl.

4. Of more particular interest to teachers, an increase in the enrollment in the College for Teachers—the total enrollment for winter and summer terms exceeding 2,000, a marked increase in the number of graduate students working for the master's and doctor's degrees in Education.

St. John's College

Besides growth in student enrollment and additions to the faculty.

1. Modification of entrance requirements to meet the development of Maryland High School curricula in the social studies.

2. Offering of orientation courses to meet the needs of college freshmen.

3. The only college offering a Naval Reserve Course, elective for freshmen.

Washington College

1. Declared an accredited College of 1-A group.

2. The growth of the school is the largest in their history.

3. There are 107 students attending from the Eastern Shore alone.

4. The Preparatory Department has been discontinued.

5. Offering of Orientation Course met the needs of the College Freshmen.

Western Maryland College

1. Acceptance of High School Courses in social sciences for college admission.

2. Use of placement tests in English to supplement the psychological tests used in sectioning the freshman class.

3. Orientation Course for Freshmen.

4. In training High School teachers, two very important developments:—(a) Courses offered on teaching certain High School subjects; (b) Supervision of observation and practice teaching through co-operation with High Schools of Carroll county.

Hood College

Hood College, (for Young Women,) Frederick, Maryland, has introduced two new buildings during the past year,—the John H. Williams Astronomical Observatory during the second semester of 1924-25, and a new infirmary at the opening of 1925-26. This brings the total buildings on the campus to ten erected since 1915, and the total number of buildings in use to twelve.

With the beginning of the present year a third degree, Bachelor of Music, was introduced, to be obtained by those following the study of music specifically.

The Department of Biblical Literature was separated from others and constituted an independent department with the opening of the present year.

The Alumnae Association elected an Alumnae Secretary last June, whose service began October 1.

The outstanding event of recent occurrence was the financial campaign culminating in an intensive drive November 13-23, during which Frederick City and County subscribed \$100,000 to Hood's Endowment and Building Fund campaign. This was part of a larger movement, including the alumnae, undergraduates, and the church supporting Hood, for a total of a half million. The objectives of this campaign are:—To remove existing indebtedness, supply a central heating plant and an additional dormitory, and bring the endowment fund to a total of \$500,000. The campaign is progressing in other quarters with definite hopes of final success.

Attached hereto please find brief statements of things accomplished in the Baltimore City Schools during the year 1924-1925. The topics touched upon are these:—

1. Improvement in Instruction, including Tests and Remedial Results, submitted by Dr. John L. Stenquist.
2. Studies in Promotion and Non-Promotion, submitted by Dr. John L. Stenquist.
3. Attendance, submitted by Dr. John L. Stenquist.
4. Summer Schools, submitted by Dr. John L. Stenquist.
5. Health, submitted by Dr. Walter F. Cobb.
6. Improvement of Teachers in Service, submitted by Mr. Carleton E. Douglass.
7. Playgrounds, submitted by Dr. William Burdick.
8. New Buildings and Equipment, submitted by W. R. Flowers.
9. Other Accomplishments, submitted by W. R. Flowers.

1—Improvement in Instruction, 1924-25

In the primary grades over 20,000 pupils were tested and classified on the X, Y, Z plan. This involved a total of 56 schools. The results have been excellent. Teaching has been simplified because of the great reduction of heterogeneity in classes. No teacher in these schools now has a class of very bright and very dull pupils mixed.

Tests have made possible specific remedial work through co-operative efforts of supervisors, teachers and the Research Bureau.

In the intermediate grades over 60,000 standard tests were given. Twenty-two schools were tested for purposes of reclassification and remedial instruction. This has greatly stimulated individual and group teaching as opposed to mass teaching. Instruction in reading has been greatly stimulated by tests of reading followed up with definite supervision and remedial exercises. Approximately 11,000 pupils were included in a special reading test closely supervised by the intermediate supervisors. Seventy-six schools were tested in spelling—and definite remedial measures inaugurated.

In the junior high schools new objective tests were perfected in Latin—making possible more specific teaching to remedy weaknesses disclosed. All junior high school mathematics classes (5,717 pupils) were carefully tested and remedial teaching begun by the supervisor of mathematics. Similarly in English the entire first year enrollment in junior high schools were carefully measured in English—a most promising program of remedial instruction launched.

2—Studies in Promotion and Non-Promotion

Studies in promotion and non-promotion of pupils in the public schools, particularly in the effect upon retardation and therefore upon costs occasioned by repetition and the clogging of schools, are matters of immediate concern to the school administration in this city as well as in all others. A careful analysis of the results of the past ten years produces some very interesting problems. If we compare the results of the present year with those of 1914-15, there has been a remarkable improvement in the rate per cent. of promotion and a corresponding decrease in the rate per cent. of retardation. The movement continued to show a progressive advance in successive years during the first eight years of this period with somewhat slowing up of the rate of gain. During the past three years improvement has still been shown but not with the same consistent regularity throughout. Some places show a slight gain in one year and a loss in another. We have about come to the point where, under present conditions, we can not expect any marked further progress. Our studies point to at least two phases of the matter that must be critically and scientifically investigated, that is, the adaptability of the course of study to pupil ability, and the improvement of the basis for promotion. By this I mean some better measure than simply the subjective opinion or judgment of the teacher.

The foregoing problems have not been confined in this city to any one particular school or to any one kind of schools. We find these varying results occurring not only in elementary schools but also in senior and in junior high schools. We find unexplainable differences between results in the same grade in junior high schools from what they are in senior high schools. We find contradiction of results in the causes given by teachers for the difference in per cent. of failure between boys and girls; contradictory, because while the teachers report a smaller percentage of girls failing than of boys, they also state that the girls who fail because of low ability are greater in number and per cent. than boys who fail for the same reason. All of these problems are now under careful consideration in this city. They can not be solved in a day, a week, or even a year. It will require both time and careful scientific investigation to find adequate means to

overcome these difficulties. This work is now under earnest consideration in this city.

3—Attendance (Elementary and High Schools)

Attendance at school was better throughout the entire school system in Baltimore during the year ending June 30, 1925. One hundred and four of our city schools attained an annual average percentage of attendance of 90% and over. This improvement was due to the efforts of the attendance officers and the increased interest of the principals and teachers and their painstaking care in checking daily attendance and absence.

4—Increased Efficiency of Summer Schools

During the past five years the summer schools have demonstrated their efficiency and value both to the pupils and to the taxpayers; therefore they have increased both in numbers and in popularity. This is seen by the increased number of pupils attending, by the increased willingness,—even desire—of parents to have their children attend these schools during the hot summer months, and by the more ready response for appropriations to meet their expenditures. In this city in 1921, five years ago, 2,994 pupils were granted admission to the summer schools for the one purpose of making up deficiencies from the regular term thereby avoiding repetition of the same grade a second time. 79 out of every hundred accomplished their purpose. In 1925, during the summer just past, 4,915 pupils enrolled themselves in the summer schools, of whom 3,594 aimed to overcome failure during the regular term and 1092 enrolled for the purpose of advancing an extra half-year beyond the grade they would otherwise have entered in September. Again, in the average they were equally successful, but in the high schools and in the advance schools the success was much greater, ranging from 80 to 97 pupils out of every hundred who gained the desired promotion. The saving of time resulting therefrom during the most important years of child life is of greater worth than one can express by measured units. Hence their appreciation by both pupils and parents.

If we consider the monetary cost of the units of education the amount involved seems almost beyond belief. Taking the last year for an illustration. The total amount appropriated by the city for the summer schools last summer was \$22,430.50. At the per capita cost for the same work done in the three kinds of schools, senior high, junior high, and elementary, it would have cost the city \$166,321.79 to produce the same units of education for these children. The enormous saving in excess cost, therefore, is seen to be \$143,891.29; hence the willingness of the taxpayer to obtain \$150,000.00 worth of education for little more than \$20,000.

"The health activities of the Department of Physical Education and Hygiene, Baltimore Public Schools, 1924-1925, included—as definite items of progress—the following: (1) An exhibit of health education devices and material used and developed in the Baltimore schools; (2) Two health and physical education pageants in the Stadium, one of which was attended by 50,000 spectators; (3) Increase in personnel allowed for physical activities, special classes, and special work for the deaf and hard of hearing, as well as children with speech defects; (4) Opening of five new gymnasiums with modern equipment; (5) Presentation of material and demonstration of special methods of work for handicapped children."

REPORT OF THE SCHOOL YARD PLAYGROUNDS BALTIMORE CITY PUBLIC SCHOOLS JULY AND AUGUST—1925

During the summer session of 1925, covering the months of July and August, the Playground Athletic League, in conjunction with the Baltimore City Department of Education, conducted a total of 49 white school yard playgrounds, with a total attendance of 101,034. Seven new school yards, with an approximate area of 100 square feet per child for the respective schools, were opened during the past season, and are included in the total of 49. Most of the school yards were open for a three hour session 6 days of each week during this period, and the aggregate number of three hour sessions for all the school yards was 2,486.

Respectfully submitted,

PLAYGROUND ATHLETIC LEAGUE.

IMPROVEMENT OF TEACHERS IN SERVICE BALTIMORE

Nearly 70% of the teachers in the intermediate and grammar grades of the white schools in Baltimore are now enrolled in after-school demonstration courses. The weekly demonstration lessons and the round-table discussions are based directly upon the new courses of study and the work is carefully planned and supervised by the grade supervisors. Upon successful completion of a course, credit is given which may lead to advances on the salary scale.

The response of the teachers is most gratifying and indicates marked improvement of classroom work throughout the city.

C. E. DOUGLASS.

Assistant Superintendent.....

NEW BUILDINGS AND EQUIPMENT

During the past year we have opened a new elementary school for white pupils, No. 97, Jackson Place and Fairmount Avenue, and a new Senior-Junior High School for colored pupils, the Douglass High School, corner Calhoun and Baker streets. In addition much progress has been made toward the completion of a number of other elementary schools and the Gwynn's Falls Park Junior High School, all of which we expect to be occupied during the present school year.

WM. R. FLOWERS.

Assistant Superintendent.

OTHER ACCOMPLISHMENTS

Among the other notable accomplishments of the past school year, were the publication of a number of additional new courses of study in various high school and elementary subjects, and marked advance in the efficiency of our night schools, both in the number of persons reached and in the quality of the work done.

WM. R. FLOWERS,

Assistant Superintendent.

RESOLUTIONS

The report of the Resolutions Committee was next presented by its Chairman, Mr. Samuel M. North, as follows:—

“WHEREAS, The Fifty-eighth Annual Meeting of the Maryland State Teachers’ Association has proved to be a notably successful professional occasion, be it

RESOLVED, That the thanks of the Association are hereby tendered to President Maurice S. H. Unger, and his associate officers for their discriminating efforts in preparing the excellent program for this meeting.

RESOLVED, That the appreciation of the Association be tendered all who contributed to the musical program, particularly to the public school authorities of Baltimore City and of Carroll County.

RESOLVED, That the Association record its thanks to the speakers who by their inspiring addresses have contributed to the success of this meeting.

RESOLVED, That the thanks of the Association be heartily tendered to the Board of Commissioners of Public Schools of Baltimore City for the use of the Western High School Building, and for the generous and courteous access to all its facilities.

RESOLVED, That the Association tender its keen appreciation of the high character and wide range of the educational exhibit provided at this meeting, arranged for by Baltimore City through a committee headed by Dr. Stenquist, and contributed to by the Supervisors and the teachers of Baltimore City schools, and demonstrating the varied and integrated activities of the Maryland State Normal School at Towson.

RESOLVED, That the Association learns with regret of the continued unsettled condition of the question of the authority of the Board of School Commissioners of Baltimore City to expend its appropriations in the manner which to it seems most wise, and tenders the City Board best wishes as to the outcome of the friendly suit now about to be instituted to ascertain its legal rights.

RESOLVED, That the Association expresses its keen interest in the investigation, now proceeding under the auspices of the State Department of Education and the County Superintendents’ conferences, looking towards placing the Teachers’ Retirement Fund on a scientific basis.

(Signed)

ETHEL McNUTT,
ELIZABETH WHITE,
SAMUEL M. NORTH, Chairman.

The adoption of this report was also unanimous.

The tentative report of the Treasurer, Dr. R. Berryman, was read by Secretary Caldwell. The approval of this report was unanimously voted, with the suggestion that Dr. Berryman be permitted to submit his completed report to the Auditing Committee, and that this report be incorporated in the printed proceedings of the Association.

TREASURER'S REPORT

Baltimore, Maryland,
December, 1925.

Dr. R. Berryman, Treasurer.

In Account with Maryland State Teachers' Association, Dr.
1924

Dec. 26	To Balance Merchants National Bank	\$3306.47
Jan. 22-25	To Check Hugh W. Caldwell, 1130 County Members 1924	1130.00
Oct. 8	To Check Woodland C. Phillips-Supt. Howard Co..	20.00
Oct. 8	To Check Hugh W. Caldwell-Supt. Cecil Co.	25.00
Oct. 8	To Check Howard T. Ruhl-Supt. Calvert Co.	15.00
Oct. 8	To Check James B. Noble-Supt. Dorchester Co....	10.00
Oct. 10	To Check Edward M. Noble-Supt. Caroline Co....	20.00
Oct. 12	To Check Eugene W. Pruitt-Supt. Somerset Co....	15.00
Oct. 12	To Check Edward F. Webb-Supt. Allegany Co.	50.00
Oct. 12	To Check Clarence G. Cooper-Supt. Balto. Co.	50.00
Oct. 12	To Check Nicholas Orem-Supt. Prince George's Co.	25.00
Oct. 14	To Check A. C. Humphries-Supt. Worcester Co....	20.00
Oct. 14	To Check George W. Joy-Supt. St. Mary's Co.	15.00
Oct. 14	To Check Edwin W. Broome-Supt. Montgomery Co.	30.00
Oct. 14	To Check B. J. Grimes-Supt. Washington Co.	25.00
Oct. 16	To Check M. S. H. Unger-Supt. Carroli Co.	25.00
Oct. 22	To Check George Fox-Supt. Anne Arundel Co....	25.00
Oct. 22	To Check C. Milton Wright-Supt. Harford Co.	15.00
Oct. 24	To Check F. B. Gwynn-Supt. Charles Co.	15.00
Oct. 27	To Check Louis C. Robinson-Supt. Kent Co.	15.00
Nov. 5	To Check J. M. Bennett-Supt. Wicomico Co.	15.00
Nov. 14	To Check G. Lloyd Palmer-Supt. Frederick Co....	25.00
Nov. 25	To Check David E. Weglein-Supt. Balto. City	25.00
Dec. 9	To Check Albert S. Cook-State Supt. of Schools...	100.00
Dec. 9	To Check 18 Members of State Department	18.00
Dec. 16	To Check Interest on \$2000 Mortgage July 2, Dec. 16	50.11
	To Cash and Checks 844 City Membership 1925...	844.00
	To Interest on Deposits	70.56
		<hr/>
		\$5999.08
Dec. 19, '25	To Balance Merchants National Bank	\$2468.30
Special Funds—		
	Mortgage Granada Apartments	\$2000.00
	Liberty Bonds, Denton National Bank	1000.00
	Deposits, Denton National Bank	215.01
		<hr/>
		\$3215.01
	Total Assets	\$5683.31

CREDIT

1924		
Dec. 16	To Check Mabel Lazarus	7.04
1925		
Jan. 2	To Check Cecil Democrat	26.75
Jan. 6	To Check Hotel Rennert Co., 1924 Expenses	32.40
Apr. 3	To Check H. E. Houck & Co., proceedings	325.00
Apr. 8	To Check Hugh W. Caldwell, Sec'y	67.53
Apr. 20	To Check Nat'l Ass'n Sec'y's of St. T. Ass'n	10.00
June 4	To Check N. E. A. Membership	70.00
July 2	To Check Mortgage Granda A'pts	2000.00
July 10	To Check Hotel Rennert, Executive Comm.	27.00
July 13	To Check Box—Mortgage Guaranty Co.	4.00
Aug. 8	To Check Cecil Whig	61.85
Oct. 8	To Check The Cecil Democrat	45.50
Oct. 5	To Check R. Berryman, Treasurer	11.84
Nov. 17	To Check Torsch & Franz Badge Co.	20.00
Nov. 21	To Check The Cecil Democrat	112.50
Nov. 27	To Check Harry D. Kitson	75.00
Nov. 27	To Check N. Searle Light	181.71
Nov. 27	To Check Grace E. Steele	50.00
Nov. 27	To Check R. Berryman, Treasurer	79.10
Nov. 27	To Check Esther Goncharsky	10.00
Nov. 27	To Check Mrs. Rose Morgan	50.00
Nov. 30	To Check Knabe Studio	8.00
Dec. 1	To Check M. S. H. Unger, President	8.45
Dec. 3	To Check Hugh W. Caldwell, Sec'y	155.86
Dec. 3	To Check Hotel Rennert Co.—1925 Expenses	29.25
Dec. 4	To Check Conway Motor Co.	30.00
Dec. 10	To Check James F. Hughes Co.	32.00
		<hr/>
		\$3530.78
Dec. 19	To Balance Merchants National Bank	\$2468.30
		<hr/>
		\$5999.08

REPORT OF AUDITING COMMITTEE

Baltimore, December 2, 1926.

To The President Maryland State Teacher's Association:—

Your Committee, appointed to examine the books and vouchers of the Treasurer, find the accounts neatly and accurately kept and the balance \$2468.30 correct.

Respectfully submitted,

GEORGE FOX,
C. BERTRAM FEIG.

The Constitution provides for a report of the Executive Committee, and it was moved by the Secretary that in lieu of a report the program as prepared by the Executive Committee and the different Departments of the Association be received as that of the Executive Committee. This motion was duly seconded and passed unanimously.

The report of the special committee on the project for the establishment of a Home for Retired Teachers was read by Miss Grace Kramer, a member of that committee, as follows:—

“With Mr. Blair I have the privilege of representing Maryland on the committee of the National Education Association for the establishment of a Home for retired teachers, where they may find intelligent companionship and care without the traditions usually associated with old people’s homes.

The project was initiated by the will of Miss Marilla Parker of Wendell Phillips High School, Chicago, which devised a bequest of \$40,000 to the Association as a nucleus for a fund for such a home. Miss Olive M. Jones, the President, was empowered to accept the gift and she now serves as enthusiastic chairman of this committee.

The Ella Flag Young Club has made a preliminary study to determine whether actual need exists for such a home. Of over 6800 voting, more than 3500 are convinced of the present need.

At the Cincinnati meeting in February, 1925, the committee members from the various states considered four ways of raising funds to adequately finance the first of the homes,—drives in the care of a state chairman, a voluntary thank offering of a dollar on Thanksgiving Eve from every American teacher, endowment policies payable to the fund carried on members by State associations, and professional collecting agencies.

Miss Jones, in her travels through the country as National Education Association President, found innumerable instances of teachers upon whom old age had come with penury and loneliness. In a certain Southern State, many superannuated teachers have found no other home than the Poor House.

Congenial companionship rather than actual assistance is the need of numerous others whom old age has left without the comfort of near and willing relatives. The aged man is at rare instances mentioned in these discussions, but the pressing need seems for women.

No definite plans have been determined other than the agreement that Washington, D. C., shall be the site of the first home.”

(Signed)

GRACE A. KRAMER,
JOSEPH BLAIR.

This report was unanimously accepted.

Secretary Caldwell stated that the Executive Committee and the officers of the Association desired to express their appreciation of the splendid enrollment from the counties this year. The following counties, said Mr. Caldwell, have an enrollment of one hundred per cent:—

Talbot County, with a total of 85 members (1924.)

Worcester County, with a total of 116 members.

Carroll County, with a total of 251 members, this also being the largest enrollment from any one county.

Somerset County, with a total of 112 members.

Wicomic County, with a total of 155 members.

Cecil County, with a total of 130 members.

Queen Anne's County, with a total of 87 members.

Worcester County, besides having a local enrollment of one hundred per cent, has a one hundred per cent enrollment in the State Association, and also a one hundred per cent enrollment in the National Association. Queen Anne's County also has a one hundred per cent enrollment in the National Association, and Somerset County has a one hundred per cent enrollment in the State Association. The enrollment in the State Association, numbers 2327 for 1925.

READING CIRCLE FUNDS

Two years ago the Representative Assembly of this Association became the residuary legatee of the defunct State Teachers' Reading Circle. The fund from this source now amounts to about \$1215. At a recent meeting of the Executive Committee of this body some discussion arose as to the best use to which to put this money. A committee, consisting of Superintendent Hugh W. Caldwell, Principal Walter H. Davis, and myself, was appointed to consider the matter and make a recommendation to this Assembly.

In working on this problem, we tried to evolve some plans to give the greatest good to the teaching body of Maryland. Our first thought was to suggest that a committee be appointed to study some question for a year and to make a report to this Assembly next year—a committee consisting of one from each county, to be appointed by the respective county superintendents; one from each legislative district of Baltimore City, to be named by the Superintendent of Public Instruction; one from each normal school, to be selected by the principals of the respective schools; one or two from the State Department of Education, to be designated by the State Superintendent of Schools; and possibly one from the State at large, to be appointed by the President of this Association. This would make a committee of thirty-three or thirty-five to study annually some problem which in their judgment might seem vital. For example, some such questions as these are worthy of study:—

1. Difficulties in subject matter of instruction, school management, and life in the community met by normal school graduates during—

- (a) First year of teaching.
- (b) Second year of teaching.
- (c) Third year of teaching and thereafter.

2. Analysis of a teacher's daily activities in the classroom, on the playground, and in the community.

3. Better methods for measuring the results of teaching.

4. What constitutes success in a teacher.

There is at present a committee on the teachers' retirement fund, consisting of county superintendents, appointed by the State Superintendent of Schools, who are endeavoring to work out a plan to make the present law function or to suggest a better law. We feel, therefore, that the matter of appointment of a research committee might wait until another year, and we are prepared to recommend that this Representative Assembly authorize the Treasurer to turn over to the

committee on the teachers' retirement law one year's interest on the Reading Circle Fund, to be added to the fund that is being raised to finance the study that this committee is making. We also recommend that the committee be made a committee of the Maryland State Teachers' Association in order that they may feel encouraged to report their findings to this organization.

(Signed)

WILLIAM J. HOLLOWAY.

\$1,000.00 TO TEACHER'S RETIREMENT COMMITTEE

Superintendent Nicholas Orem, of Prince George's County, stated that he did not know exactly what had been done so far by the Association in this matter, and made the following motion:—

"I move that the executive committee of this Association be authorized to appropriate from the general treasury of the Association such funds as they deem wise, not to exceed \$1,000, to aid the committee on teachers' retirement fund."

The motion presented by Mr. Holloway was seconded and unanimously passed by the Assembly, after which Mr. Orem's motion was also unanimously passed and so ordered.

As there was no other special business to come before the meeting, the next topic on the program was the election of officers.

President Unger announced that the officers to be elected this year were the President, Second Vice-President, Secretary, Treasurer, and one member of the Executive Committee to take the place of Mr. George M. Gaither, whose term expires this year.

Mr. Samuel M. North, State Supervisor of High Schools, was nominated for the presidency by Superintendent Orem. The nominations were then closed by unanimous vote of the Assembly, and the Secretary was instructed to cast the ballot for Mr. Samuel M. North as President of the Association for the coming year. Mr. North was unanimously elected as the next President.

Superintendent Edward F. Webb, of Allegany County, was unanimously elected to the position of Second Vice-President for 1926.

Dr. R. Berryman, and Mr. Hugh W. Caldwell, the Treasurer and Secretary of the Association, were unanimously re-elected to their respective offices for the coming year.

Before the business meeting was brought to a close, Secretary Caldwell read the following resolutions from the Caroline County Teachers' Association:—

WHEREAS, We, the teachers of Caroline County, in regular session on this fourteenth day of November; and

WHEREAS, The teachers of Caroline County wish to attend the Maryland State Teachers' Association; and

WHEREAS, The teachers of Caroline County feel that the benefits of the State Association should reach each school and each teacher; be it

RESOLVED, That we, the teachers of Caroline County, believe that the meeting of the Association on holidays is inopportune and not conducive to the best interests of the State Association; and, be it

FURTHER RESOLVED, That it is the opinion of the teachers of Caroline County that the date of meeting should be some date other than a holiday; and, be it

FURTHER RESOLVED, That it is the opinion of the teachers of Caroline County that the attendance upon the aforesaid Association will increase greatly, and the benefits derived from it will be more widespread.

(Signed) Caroline County Teachers' Association Committee:

PAUL C. PHILLIPS, President,
W. K. CUMMINGS, Vice-President,
MILDRED NUTTLE, Secretary-Treasurer.

After a slight discussion of this point, this resolution was unanimously ordered referred to the Executive Committee.

The following program of selections was then very delightfully rendered by the Western High School Glee Club:—

The Fairies' Revelry.....Gabriel-Marie
'Twas AprilNevin
The Big Brown Bear.....Mana-Zucca

This Glee Club is under the direction of
Miss Lucile Tingle Masson.

The speaker on the program this morning, as announced by President Unger, is Mr. N. Searle Light, Director of Rural Practice, State Department of Education, Hartford, Connecticut, whose address "Some Problems of Curriculum Making," is given below.

SOME PROBLEMS OF CURRICULUM MAKING

The most dynamic factor in present day education is the tendency to challenge the right of every bone, muscle, sinew and nerve to exist in the educational structure. This tendency has been developing rapidly in recent years, yet, it seems to me, the movement has only begun. Custom has retained to the present a strong grip upon educational practice. Loosening that grip has been and is a slow process, accompanied by hard fighting all the way.

Much greater progress has been made in the field of educational theory than in classroom practice. At least, the new education has been widely accepted in theory but in practice has encountered many resistant forces. On every turn we find ourselves thinking on one plane and practicing on a much lower level. We are unable to adjust our classroom activities as easily as our vocabularies. Sometimes we find that our adjustment has been limited to a changed terminology and has been wholly superficial.

Indeed, it is a difficult task to challenge in a personally vital way practices we have considered successful over a period of years. For many of us it is quite impossible to view the situation in a cold, detached, scientific manner and to face the facts honestly. Yet this we must all do in justice to our profession and to the pupils. The science of education is rapidly becoming, the art of teaching is fast being revolutionized.

In our economic, social and even our political life we are undergoing profound changes. So rapidly has this been taking place that many, if not most of us, have lost touch with it. The old is vanishing and we do not understand the new.

It is amid such conditions that a widespread endeavor to readjust



SAMUEL M. NORTH,
President-Elect



our educational effort is taking place. Indeed, this readjustment is in large part the result of these changes. Mistakes are to be expected under such conditions. The problems presented to us are new, complex and varied.

Indeed, to one who in a reflective attitude undertakes the task of curriculum-rebuilding, problems soon become as the sands of the sea. He finds the convictions of a life-time challenged by facts unsuspected. He soon learns to doubt all things until substantiating evidence is presented in, for the time, a conclusive argument. Each morning he anticipates the necessity for more changes before night. It is a joyful adventure; and the pity of it is that so many of us will not participate, but cling with unreasoning faith to landmarks of a disappearing past.

There is a danger, however, that as the movement gets under way we shall travel too fast. Our courses of study will get too far ahead of general practice, the equipment of our teachers and of our schools. It is necessary that our courses shall be far enough ahead to be agencies for promoting professional growth, but they can easily get so far ahead as to overwhelm and, hence, to antagonize, where co-operation and increased effort are required for success.

Difficult as this adjustment is for the profession itself, consider how much more difficult it is for the public. The school patron does not understand what it is all about. Speak of education as a biological process and he wonders what that has to do with teaching his son that $2 \times 2 = 4$. His state of mind may often be summarized in this way. "The schools are not succeeding. They succeeded in my day. Let's return to the good, old days." It is an exceedingly difficult thing to establish the connection in his mind between a rapidly changing, social order and a need for corresponding change in school practice. Go further. Attempt to establish a connection between school-room practice and the knowledge furnished of late by psychology and biology. His blind faith in a bygone golden age again asserts itself, he takes a stronger hold upon what he thinks he knows and erects a defence against this new, unknown and hence dangerous conception of education.

Part of this is a just return for unintelligent talk and changes in teaching behavior. The teacher who stimulates his pupils with an ever-changing series of ephemeral incentives is rightly incurring the wages of—sin, I was going to say, and mayhap that is not far from the truth. The disagreeable part of it is that we all suffer alike. Numerous burlesques of these foolish and stupid attempts to adjust teaching to the theory of interest are appearing, and more may be expected. One more element of misapprehension is injected into a situation where too many exist already.

The first problem, then, in connection with curriculum-building to which I want to call attention is the necessity for bringing the public to a better understanding of what this curriculum-rebuilding is. Until we do, we shall not receive the intelligent support and co-operation needed to make the school effective. A degree of harmony must be obtained here or the school will continue to find itself contending with extraneous forces which are oftentimes stronger than any the school can surmount.

The parent and the taxpayer are entitled to know what it is all about. Many is the internal school improvement unfortunately defeated because of lack of understanding. We must take the public more into our confidence as we rebuild, and let it see what we are

doing and why we do it. I am aware that some good people consider the public a phantom, but some of us have lived too close to it to be so misled.

The second problem is close akin to the first. If in the new school there is any one more important factor, it is the worthwhileness of learning. Now it seems like a waste of time to plead for teaching pupils those things which are worth while. It is so sensible. However, try this with the best course of study you know. Place your mind in an ice box with it and try to establish the worthwhileness of learning one-half the content. Go into most any school room with the same attitude and attempt to establish the worthwhileness of half you observe. Ascertain how far the pupils feel genuine concern for what they are learning. The probabilities are that in spite of cold-blooded intentions you will find yourself in five minutes defending what you find or see. You will seek to rationalize. "They ought to know that. They ought to want to learn that." The strength of that feeling, "We have always taught this," will be upon you.

I submit that we have no right to include in the course of study material of deferred value, unless we can demonstrate a high probability of future usefulness. Let me point out that this is not the same as maintaining that nothing shall be taught to any pupil at any time unless it has immediate usefulness, unless it meets a felt need at that particular moment.

It is difficult to come to agreement upon what shall constitute worthwhileness, but to such a basis we must come before we can proceed to reconstruct any part of our curriculum.

We might agree to these principles among others. (a) It satisfies a need which appears with a high frequency at a given time in the life of the pupil or his school and college career. (b) It is necessary to intelligent participation in human activities to-day. Please notice the "to-day," for if we adhere strictly to the meaning of that principle, much of the material now accepted in our program of work will be eliminated. (c) It has demonstrable permanent value to the pupil personally or to the community. Community is not used here in a narrow sense, but rather in ever-widening circles to include world affairs.

If we accept this or a like body of principles, we are committed to the minimum essential type of curriculum.

"However desirable subject matter intrinsic to the pupil may be, it is impracticable to attempt to confine courses of study to that field. We do not know what is of intrinsic value. It is probable, to say the least, that this is an individual problem, that what may be intrinsic to one may be extrinsic to another. This is undeniably true in points of time and development.

"It must be apparent then that selecting subject matter on the intrinsic basis alone is the very antithesis of a minimum essential course of study, for what may be essential to one pupil may never in his school life be essential to another. For criteria in the selection of subject matter we must search not alone in the field of the pupil's immediate needs but in the field of the pupil's future needs. In that field every effort should be made to include only subject matter of demonstrable value to the great majority.

"In the preparation of courses of study, an effort must be made to select only those activities which may be regarded as a minimum for any normal pupil in the course of the period under consideration."

Adapted from Basic Monograph, 1924 Conn. State Board of Education.

We are now faced with another problem. Conditions are changing so rapidly that if we are keen observers, the minimum essentials will not to-morrow be what they are to-day. That means the course of study must be subject to frequent revision. Some one ought to be on the alert all the time to detect needed changes, against the time when further revision is possible.

Of demonstrable permanent value to whom? To demonstrate presumes an audience. The audience must first be the pupil. If the pupil cannot personally feel the worthwhileness of learning, then the probability is that the item does not belong in the course of study. Certainly, the burden of proof is upon those who, in spite of this condition, include it. The audience will also include the public by necessity. It will include the teachers. When once these groups attain a critical attitude toward such matters, the grip of custom upon our courses of study is no longer going to be life-threatening. It may become salutary.

While the obvious phase of this problem is that of including in the course of study only those things which are to the pupils demonstrably worth while, there is a less obvious but no less important phase.

We all recognize that what seems worth while changes as the learner passes from primary to intermediate, to secondary, to collegiate school. We think of these changes as the product of different age levels with their respective interests. But may not the school be vitally concerned with developing a keener sense of worthwhileness? Is it a problem of the school to broaden and deepen this conception of worthwhileness through each succeeding year? The pupil of the kindergarten values things near to the present, and the range is not wide. As the pupil grows older, he becomes interested in more remote objectives, and the field is continually broadening. Does the school take this process too much as a natural growth, controlled entirely by time? If the school recognizes the need for establishing influences which shall broaden, deepen and extend this ability to see the worthwhileness of learning, what evidence is there of it in the ordinary course of study? What aid to the teacher, guiding and stimulating this growth, exists there? I find very little, where I suspect there might be a great deal.

In fact this particular ability seems to me of tremendous importance in all educative work. It is not merely that it is fundamental to effort in school, but it is essential to continued effort in after-school years.

Introducing worthwhileness into our curricula is no insignificant or simple problem. Some of the principles involved: First, to admit nothing but subject matter of demonstrable worthwhileness; Second, to provide experiences throughout the schooling process which shall establish tendencies to continue learning after the incentives of school environment are no longer operative; and, Third: To make it clear in our curricula that such tendencies are one objective in our work.

One measure of the progress of one's education is the tendency as well as the ability to work for ends which are increasingly distant. A willingness to carry on through arduous labors to desired ends more and more remote, is a product of education.

Philosophers have always concerned themselves with the aims of education. Some aims have remained during the ages more or less constant factors in such thinking. Physical development is one such.

Public education in this country has been fostered because the public believed it had certain worthy objectives. Good citizenship is nearly always an acceptable platform statement of public education, yet it is highly probable that there are in this audience at least a dozen conceptions of what constitutes good citizenship. Current statements of the aims of education range from the cardinal principles of secondary education to Bonser's "an increasingly rich and worthy life."

There is need for a clear, sharp definition of the goals sought before construction is begun; otherwise we build curricula most unscientifically. Prejudices and personal opinions are less apt to control our actions if we first agree upon our objectives more or less in detail. We can then build a plan. With clear objectives we can accept and reject more intelligently in curriculum-making.

But we are not now so much concerned with statements of aims per se as we are with what becomes of them when we construct curricula or courses of study.

Why is it that statements of the aims of education are almost never found in courses of study? A course of study undertakes to chart the channel to the attainment of these ends in a helpful, suggestive way; but rarely does the harbor appear on the chart. When one stops to think, this is really a curious state of affairs. And yet, perhaps, to include those aims is going to raise some new problems.

Assume any statement of the aims of education. Include it in the course of study, and immediately problems arise. Have we so defined the aim as to make them meaningful in school room practice? How are we going to establish clear relationships between these aims and the experiences outlined in the courses of study which follow? A host of further questions immediately arises. What contribution do this and the other activity per se make to these ends? What other educative values has a given subject? Are they clearly indicated? Are the activities and experiences suggested those most worth while, and why are they most worth while? Many more will occur to you fast enough.

I think that if I were made a real czar of education, my first edict would require that in every course of study should appear a statement and clear definition of the aims and principles of education upon which it was premised. The second would require that the organization of that course should show in some degree how and wherein that course and its varied activities contribute to the aims and how the principles of education are to be applied. This reverses the more common practice of establishing educational values for practices already in the school. All experiences teach the participant something. Our task is to select from the unlimited number available those experiences which will best suit our purposes.

Your first reaction to that is: "What a voluminous course of study that would make!" But do we know that? A real attack on the problem might show that brevity need not be sacrificed to produce such a course. Incidentally, why should a course of study be a treatise upon class room procedure with all its varied problems? It cannot hope to be inclusive even of the best material available upon any one subject. It is worth while to consider what a course of study needs to include to be most helpful to the work of the school, and in what form it ought to be organized. What and how much supplementary material for reference is actually needed? What may be

left to other sources of help? But we may not linger with these questions.

It is a truism that one educates himself. One becomes educated by self-activity. Does it not follow that the learner must have educational objectives toward which he directs his efforts? Isn't the next step equally obvious; namely, that the learner himself must have clear conceptions of these same ends, that he must feel the worthwhileness of these ends? This may not be a moment's task but rather the product of growth through the years. Isn't it just as necessary that this growth become a matter of wise planning in courses of study and in school work as any other part of the educational program?

How shall we develop this phase of our work? What pupil experiences will be helpful? These and other questions will have to be answered before we succeed, but isn't the end worth it? The conception and establishment of worthwhile purposes in life are a fundamental objective in education. Somewhere the pupil must learn that all through life, whatever he does modifies his behavior, educates him. His life is going to be shaped by the experiences he permits himself. Life is what he makes it for himself. If he learns this and if he succeeds, under the influences brought to bear by the school, in formulating desirable objectives, the present demand for the teaching of religion may not be so pressing. The problem of teaching religious dogma will remain with the church.

If it be conceded that there is a possibility that this line of thinking has some worth and if we decide to follow it through, we may come to the conclusion that courses of study ought to be written for the pupil's use, as a guide to his educative effort. Consideration of such use will raise many new problems of organization and content. The outcome may be an entirely different type of course of study. Nobody knows what the best form for such a course would be. Nobody knows what the content ought to be. It seems to me that this problem as a whole and in its parts will soon require more attention than it has so far received.

Recently I watched an eighth grade planning a year's study of the development of this nation. The teacher acted as scribe at the blackboard for thirty minutes, uttering altogether not over fifty words, and most of those in the last three minutes when the next day's steps were considered. The pupils listed and classified topics pertinent to their problem. They were well on their way to an outline fully as good as many I have seen in courses of study. It meant something to them and was for them alive. During the year they will make many changes and at the end will reconsider the whole.

Perhaps the new course of study will promote the writing of courses of study by the pupils. Certainly, if the pupils can be led to establish the aims of education as effective controls of their behavior, what an accomplishment it would be! We may admit the difficulty without admitting impossibility. I, for one, shall not concede inability to do it without far more experimental evidence than I have yet seen.

Meanwhile we are developing in the pupil each year a more genuine sense of responsibility for his own behavior and that of the group of which he is a member. The teacher who assumes entire and immediate responsibility for what his pupils do at all times is losing his biggest opportunity to develop the kind of men and women the world

needs. We are not as yet very skillful in this work. As we become skillful, we are likely to greatly revise our notions of what is and is not possible under favoring conditions. Whereas we now secure a greater responsibility for the very near and immediate, we may find that, with greater knowledge of the factors which go to determine this process and of how they operate, we can very successfully stimulate growth in this direction with an intelligent procedure instead of our present rule-of-thumb practice.

I would plead then for an elevation of our ideals in curriculum making as opposed to our present tendency to accept the median of the group in selected subjects as the sole standard in all things.

One common criticism of teaching to-day is that so much of it is not educative. The elementary school teacher is chiefly concerned with securing mastery of the fundamentals, the high school teacher with mastery of material fundamental to college entrance examinations, the college teacher with mastery of another body of fundamental facts. None of them seems over-much concerned with whether the process of attaining mastery is educative.

Is it possible that our courses of study are responsible in part for this situation? What is there in the ordinary course of study to guide the teacher to any other point of view? Many courses are without any definite aims for any subject or any grade in any subject. Where such aims appear, they are pretty generally concerned with these same "masteryes." We teachers are not solely at fault then in placing so much emphasis on factual material. If other emphases are desired, then it is reasonable to expect courses of study to indicate them.

Some there are who maintain that such aims are quite impossible so far as actual use in the course of study is concerned; that educative values are the result of method and therefore not parts of the course of study; that relationships between aims and activities cannot be reduced to material form; that educative values cannot be exhibited in the course of study. To a part of this I accede. That courses of study may be so constructed as to emphasize educative values, to encourage consideration of educational aim at all stages, to assist teachers in guiding educational growth through right emphases cannot however be gainsaid. Courses of study encourage and stimulate practice in some direction. It remains for the course-of-study maker to determine what is to be stimulated and to proceed accordingly in his work.

Supposing, then, we include statements of aims which shall help to emphasize the educative process, what then of the subject matter content? Will the conventional outline contribute to our purpose? If not, what form will? Here is a problem which grows more perplexing as one studies it. A recent movement has resorted to a series of problem-projects as a solution; but this program has met serious objections on the ground that for the pupil a problem per se has no great interest. It may not appeal to his sense of worthwhileness. Set problems soon become no more effective than set topics. Furthermore, this plan does not meet one other need.

Most people have little ability to see a problem. They face many during the day but they see them not. Pupils in school are facing problems continually but they do not see them. I am referring not merely to problems in their textbooks, but more especially to such as are to be found in all the social relationships of school and playground. Out of studying the latter may come more fruitful learn-

ing of how to live together well than out of all the history, geography and citizenship textbooks ever printed. These problems exist in every neighborhood. But first the pupils must be able to see them, and this plan does not appear to help pupils see, in the sense of discover for themselves. They merely see what some one else points out.

A teacher in a rural school recently approached a study of the problem, "Why has the development of South America been so much slower than that of North America?" Her thinking raised these questions among many others. What is the most valuable learning involved in this problem? Is it a knowledge of South America? Is it some understanding of the influences which retard the development of communities? Is it ability to recognize problems of this type when they see them? Can these pupils in the upper grades of the elementary school gain any such understanding or ability?

Examination showed that some of the factors operative in the South American problem were similarly operative in that little, isolated community; and the study began with that community and led finally to the original problem.

The task proved not so difficult as at first appeared, but perhaps the greatest value to the pupils in that process was that through that kind of study of their own community they gained in ability to recognize one kind of problem, always and everywhere present, when they saw it. This became apparent in later citations of both contrasting and like conditions in neighboring communities. The probability is, also, that they learned more about and gained more understanding of South America than they would by any ordinary treatment, but I have no evidence on that point.

Our courses of study actually discourage this sort of work. Is it not possible to so organize them that the best types of work are going to be encouraged? It is not enough that the course of study permits; it must stimulate.

The enquiring mind is a characteristic of young children. It apparently is lost in a month's time in the first grade and never reappears in a vigorous form. I have been trying to find out how we succeed in destroying it so soon. I would like to adopt methods of equal effectiveness in dealing with objectionable phases of behavior. The ability to see problems in school experience as well as in out-of-school life is an evidence of an enquiring mind. It requires intelligent cultivation. Our courses of study ought to be so framed as to encourage cultivation, but evidence of such influence is hard to find.

Health is an accepted aim in education. There is as much, if not more, discussion of effort to that end than of any other single phase of education to-day. We sing songs about health and we are not particular about their quality or their influence upon musical taste. We make health posters. We have thousands of people weighing and measuring pupils. We have thousands of people promoting my health and your health. One wonders if much of all this endeavor is not missing the point. How far does it contribute to a personal sense of the worthwhileness of good health, upon which any abiding interest and changed behavior must be built? What do we know about the results anyway?

A school nursing service was inaugurated in a certain town. At the end of two years it was shown that, while general health conditions in the town had not varied greatly from the preceding years, yet school absence because of illness had been reduced nearly 75%.

Splendid evidence, far better than the usual list of home visits and the like; still the case was incomplete because the fitness of the pupils for work when they reported at school was not measured.

Comparative studies of health, for example of country and city residents, almost invariably measure symptoms rather than health. A loose tooth counts in one such study just as heavily as incipient tuberculosis or rickets. The school making the worst health record proved to be a second grade where nearly every pupil had one or more loose teeth. You will agree, I am sure, that loose teeth among seven-year old pupils constitute a most unhealthy and menacing state of affairs.

Again, we frequently measure our achievements in this field by cataloguing the different health activities under way. I wonder how many of you have tried to convince a group of boys that weight is an index to health. If you have, and if you have then ascertained what they really thought and said about it when once they were by themselves, you may have been astonished, and then again you may not. It depends on how well you know boys.

We weigh and measure. We then assert that we are obtaining better health. Perhaps we are at first, then again perhaps we are not. How do we know? A blue card goes home with a twelve-year old boy. "Card blue—won't do." He is twelve ounces under the median weight for his height, irrespective of age, current rate of growth or physical type. He is in a dangerous state. In the widely used scheme from which the above case was taken, it is only recently that any notice was sent out for pupils thirty or more pounds overweight.

Periodic weighing and measuring is undoubtedly a good thing. But why not convince the pupil that it is, and develop his sense of responsibility for his own health by doing his own weighing and measuring? If it is genuinely worth while, it ought not to be so difficult to establish it as a pupil activity and so release the hundreds of people now giving their time to doing for the pupils what they ought to be doing for themselves. We might apply this same principle to other parts of our school program with profit to the pupils and to the community.

It is only recently that colleges have given any particular attention to this health program. "If the student lives so as to be constantly below par, that is his business and not ours," has been a common point of view. It is rapidly changing, as the college assumes more responsibility for aiding its students to make the most of themselves.

Health is a matter of the individual. What I may find necessary to maintaining myself in good health, may not be at all essential to you. What are we doing, to secure on the part of the pupil any real consideration of his personal health program, based on his own needs? How are we equipping him to meet his health problems in later years? Or is that unnecessary?

If we are to measure health-teaching, we must actually measure the health practices of the pupils in the light of their personal needs. Similarly, progress toward the objective, wise use of leisure time, is not to be measured in terms of the number of activities made familiar to the pupils with which they may profitably employ their leisure, but rather by what use they actually make of that time—more difficult but more worth while.

Our physical education programs are also illustrative of our use of a shotgun, when a rifle is sorely needed. We frame programs to include activities which have some benefit for everybody. We are delighted when we find individuals or groups who have perceptibly benefited. We are frequently guilty again of measuring our work by effort rather than by results. When shall we act upon the obvious fact that what Pupil A needs for physical development, Pupil B may not need at all?

It ought not to be so very difficult to enlist a pupil's effort toward making himself physically fit for the more serious occupations of life. I am not so sure that we have tried this very seriously.

There has been a tendency to teach play for the sake of play, health for health's sake, rather than to develop that part of our program as a means to an end in the pupil's present, as well as his later life. Recreation for recreation's sake leads to excesses incompatible with any noble purpose in life; and I am not sure that we ourselves are maintaining the right point of view in our curricula, let alone developing it in the minds of the pupils.

Isn't it possible to so write our courses of study that we shall obtain saner, better reasoned, more purposeful and, hence, more educational activities in these fields of endeavor?

Not long ago the new president of one of our smaller universities gathered together the heads of departments in his institution and asked them what the objectives of the university were. Consideration of the college of Liberal Arts raised many questions concerning what should be included in a Liberal Arts training. The discussions of objectives and means extended over several months, culminating in many changes not all of which are as yet accomplished facts.

Every part of our educational structure needs to participate in a consideration of the aims of its educative work. Most, if not all, need to consider the program of activities by means of which they hope to attain these objectives. They need to undertake it with a disinterested, impersonal attitude, freeing themselves as far as they may from the bonds of tradition and custom. They must pass through the same processes of re-adjustment and re-alignment that the whole world is passing through. Out of it will come a more harmonious, unified and progressive process of education from kindergarten to graduate school.

A type of curriculum problem very different from those previously mentioned in this paper confronts us in the demands of sundry groups for special attention to improvements in which they are interested. These groups include public, semi-public and private organizations, each intent upon accomplishing its particular ends and each giving little consideration to other ends. Their membership is enthusiastic, or at least their paid executives are. They are, in general, sincere in believing that their causes are of the greatest importance to society. They are commonly noisy. They are revolutionary in spirit. They want immediate results and, indeed, must have such if they are to keep their organizations together.

It is not from these causes themselves that problems arise for the school, but rather from the methods of work which generally evolved after a period of time. The history of these efforts may be epitomized in this way. They see a great need in adult society. They undertake to meet that need through the press, from the platform and by paid regional workers. At first they are pleased with results and all is

well. In due time further progress with the highly resistant adult becomes slower and slower. The movement ceases to be spectacular and settles down to a slow siege of society. It is not very long before some restless spirits in the organization become impatient and begin to demand larger and quicker results. The world does move slowly, from the point of view of such groups. An evolutionary process is slow. A revolution is quicker and much more exciting. But it is hard to revolutionize society, and no way appears. Sooner or later some one advances the idea that to confine their efforts to the adults will require decades to accomplish their ends. Some one suggests the school as the agency through which to work. All hands approve and the attack begins.

Objection is made that the cause is not one of childhood. But the school is preparing boys and girls to participate intelligently in adult social affairs. This is a social problem, and the pupils must be trained to solve it.

Or objection is made that the cause is economic. But the school admits that vocational efficiency is one of its aims, and this has to do directly with economic improvement.

Or objection is made that the cause is not educational in a true sense but is propagandist or class-interested in its nature. It is astonishing to see how promptly innumerable educational values are found and brought to light in any of these causes. This rationalizing process is so far successful sometimes as to involve strong, professional organizations in the movement. We have a splendid example, very recent in origin, to illustrate the point.

Certain economists have been exceedingly active in promoting co-operative marketing among farmers. They are dead in earnest in believing the economic progress of the farmer depends upon this development and that, hence, the welfare of the country is at stake. Perhaps they are right.

Despite what might be easily defended as rapid progress, these enthusiastic economists are dissatisfied. They note numerous failures of these organizations for one reason or another. The farmers fail to work and hold together under pressure. Something must be done about it right away. The farmer is too slow to learn. At the present rate it will take so many centuries to save the country. In fact it will have perished at least twenty times before it is rescued. Teaching co-operative marketing in vocational agriculture courses and in the agricultural colleges means only a small number properly trained each year. Too slow! Too slow!

Now the elementary school reaches all the children in the country. Many go no further in their schooling but leave at the sixth grade to go to work. The schools must train these boys in co-operative marketing. The schools must save the farmer and so save the country.

This particular group aimed not at small units in the states or at the states themselves but went to work to secure national leverage upon the situation. Here is the result.

Last July the Department of Rural Education of the N. E. A. passed resolutions recommending the appointment of committees to foster the introduction of co-operative marketing into all schools. Those committees have been appointed. The first, of fifteen members prominent in the nation's agricultural affairs, is to prepare the material upon the subject. The second, of twelve members, is to organize

this material into a series of lessons, all pre-digested and prepared for instant absorption by all pupils in the United States.

The National Education Association in September sent out a type-written statement of the membership of these committees, their program of work and the premises upon which it is based. I want to read it to you as a fine example of specious logic and as an illustration of how ingeniously special interests can plead their case.

"Every American believes that farm children should be given as good educational opportunities as other children have.

"Educators know how to develop as good educational facilities for farm children as other children have, when adequate financial support is given.

"Farmers cannot get the money to support good schools except as they get it out of their crops.

"They cannot get it out of their crops until they cease dumping them individually at a loss and begin to market them collectively at a profit.

"They cannot do this successfully until they understand the basic principles of co-operative merchandizing, the form which the marketing organizations take, and the absolute necessity for loyalty to the marketing group.

"It is the business of education in rural communities to prepare farmers to live intelligent and successful lives; one important phase of this is to prepare them to be intelligent, willing, loyal, courageous, members of marketing groups now that the co-operative form of agricultural life is becoming the permanent form in America.

"Co-operative marketing develops more rapidly and more soundly where young farmers have first been educated to understand it; the proper education of the youth before they become members reduces the strain on the membership contract and on the 'morale local.'

"The spiritual virtues which make the farmer and his family good citizens in the economic democracy known as a co-operative-marketing association are intelligence, faith in his fellows, willing obedience to self chosen authority, a sense of economic values, loyalty to the group, and undaunted courage.

"These same virtues make the farmer and his family good citizens in the political democracy known as a township, a county, a state or a nation.

"There is no more dynamic and vital means of teaching good citizenship than by teaching the citizenship necessary to successful co-operative agriculture. This should be taught in childhood when ideals sink deepest and bear the largest measure of fruit.

"To give such training in the public schools is an act of the soundest patriotism because that which increases the strength and prosperity of agriculture increases the strength and prosperity of the whole nation. The whole people ultimately goes up or goes down with the farmer."

This statement in full has since been published in the Journal of Rural Education, Volume V, Numbers 1-2.

Consider the bait for the educators. If you want more money for educating farm children better, train them for co-operative marketing. This is the only way, a statement incapable of proof.

We are told that it is the business of education in rural communities to prepare farmers to live intelligent and successful lives. Why

farmers? Why not boys and girls irrespective of parental occupations?

Notice the spiritual values to be found in this training, "willing obedience to self-chosen authority, a sense of economic values, loyalty to the group, and undaunted courage." Aside from some doubt concerning what is meant by "self-chosen authority," why not train them to be successful members of the Rotary Club, the girls of the Ladies' Aid, or why not train them to be "intelligent, willing, loyal, courageous, members" of the Bootleggers' Association?

The last appeal is to patriotism, because the qualities of good citizenship are developed in good members of co-operative marketing associations and because the strength and prosperity of the nation depend upon agriculture.

We are asked to betray the rights of farm children to a liberal, elementary school education. We are asked to forget our obligations to help them make the most of their abilities in this world and to find their spheres of greatest service and happiness, and, instead, to make farmers of them with specific training for co-operative marketing.

I cite this case at length, not because it is exceptional. The only exceptional thing about it is that the N. E. A. is fathering it. I cite it because it represents the attempts of a group of enthusiasts to fasten upon a part of the public school system educational activities in the interests of one class. It is a typical effort to remedy a specific social, economic or political problem through the public school.

The success of many organizations in entering the public school with their programs during the war has, coupled with the many acute problems of readjustment after the war, brought many new attacks. Many problems call for solution. Unable to secure as prompt action as ought to be forthcoming, they advance upon the school.

Makers of the curricula, administrators and those concerned with the development of the public school as an educative agency must be alert to preserve the school to its just ends, remembering that the welfare of the whole nation is at stake in the development of its children to a realization of their largest possibilities of service and happiness. High ideals, noble purposes, right attitudes and a taste for the beautiful things of life are far more to be desired than a dollar.

It is with these, the greater things of education, we need to be more concerned in curriculum-revision. They present many, varied problems which defy solution, but they also present our greatest opportunities.

If we are to undertake to train the children for the solution of any adult, social or economic problems that happen to be genuinely or apparently acute, then at the same time we must bid farewell to all conceptions of a broad, rich program of genuine life activities in a liberal, democratic school system. That I do not believe the school administrators and teachers of this nation are going to permit.

I have selected for discussion this morning a few phases of the problems centering about curriculum-building and course-of-study making, which seem to be receiving less attention than they deserve. A closer and clearer relationship between the purposes of education and school experiences, a broader and more thorough application of the principle of worthwhileness to all school activities, including those designed to develop life purposes, have claimed most of our attention in the belief that more purposeful activity in the school room will be attained when we have more purposeful curricula and courses of study.

STANDING COMMITTEES FOR 1926

Appointed by President Unger

Educational Progress—

- A. M. Isanogle,
Western Maryland College, Westminster, Maryland.
- T. G. Bennett,
Superintendent of Schools, Centreville, Maryland.
- Dr. John L. Stenquist,
Director of Bureau of Measurements, Baltimore City.

Resolutions—

- A. C. Humphreys,
Superintendent of Schools, Snow Hill, Maryland.
- E. Clarke Fontaine,
State Supervisor of High Schools, Pocomoke City, Maryland.
- Miss Agnes Snyder,
Maryland State Normal School, Towson, Maryland.

Auditing—

- Clarence G. Cooper,
Superintendent of Schools, Towson, Maryland.
- Ross Blocher,
Hampstead High School, Hampstead, Maryland.
- Howard T. Ruhl,
Superintendent of Schools, Prince Frederick, Maryland.

Credentials—

- Franklin E. Rathbun,
Superintendent of Schools, Oakland, Maryland.
- J. Keller Smith,
Mt. Airy High School, Mt. Airy, Maryland.
- C. L. Kopp,
Allegany County High School, Cumberland, Maryland.

Legislation—

- W. J. Holloway,
Maryland State Normal School, Salisbury, Maryland.
- Dr. William Burdick,
Supervisor of Physical Education, Baltimore, Maryland.
- G. Lloyd Palmer,
Superintendent of Schools, Frederick, Maryland.
- Mrs. H. E. Parkhurst,
Baltimore, Maryland.
- Dr. Ernest J. Becker,
Western High School, Baltimore, Maryland.

National Education Association Home—

- Joseph Blair,
Sparrows Point High School, Sparrows Point, Maryland.
- Miss Grace Kramer,
Bureau of Measurements, Baltimore, Maryland.

Teachers' Pensions—

- E. W. Broome,
Superintendent of Schools, Rockville, Maryland.
George W. Joy,
Superintendent of Schools, Leonardtown, Maryland.
M. S. H. Unger,
Superintendent of Schools, Westminster, Maryland.
T. G. Bennett,
Superintendent of Schools, Centreville, Maryland.
E. W. Pruitt,
Superintendent of Schools, Princess Anne, Maryland.

THE SCHOOL EXHIBIT

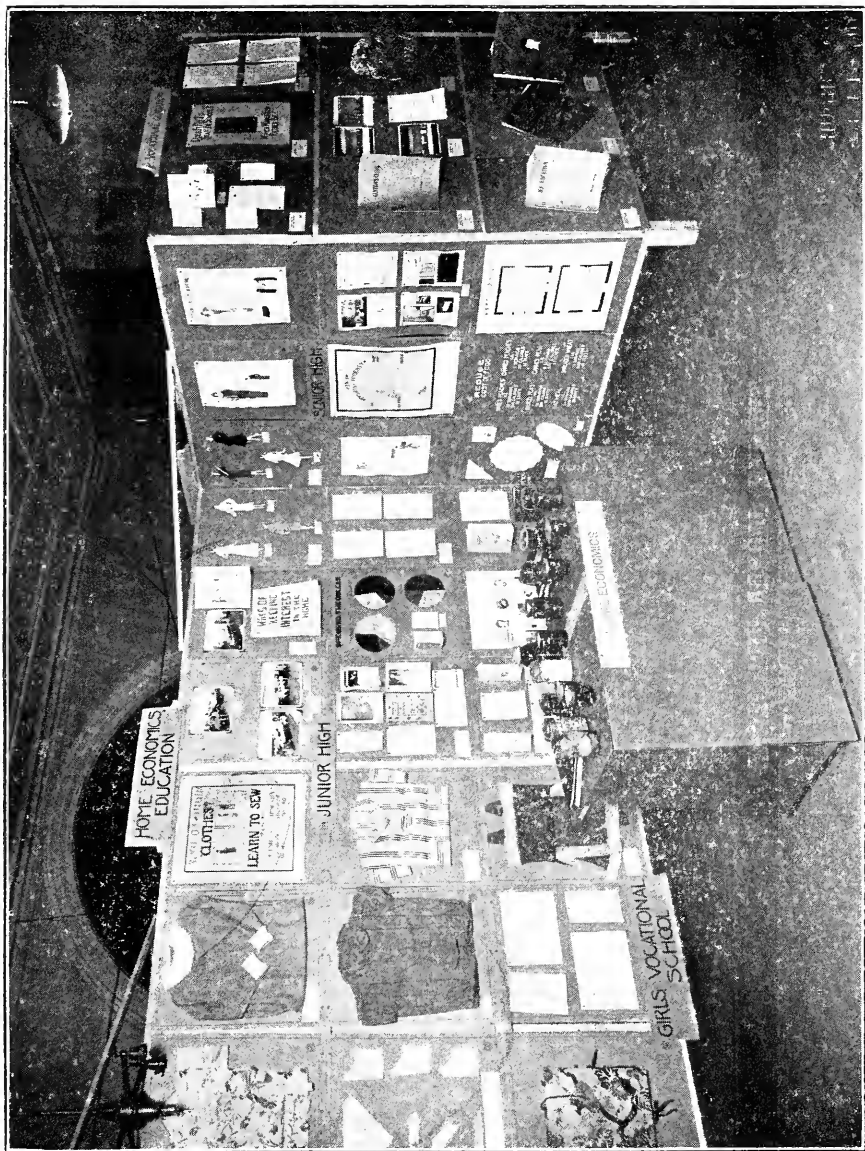
The exhibit of the work of the Baltimore schools prepared at the time of the meeting of the State Teachers' Association will become a permanent project. The scope of the display embraces the entire range of public education from kindergarten-primary through secondary education and teacher-training. The work is arranged in sections and embodies a unity of purpose within special subjects and departments. The exhibit is not of the character of prize or show work; its purpose is to create and maintain a body of educational material which shall serve the purpose of concrete expression, tangible outcome, of the work of the class room. The finer things the keen student will read into the exhibit.

In certain instances the activity has been shown by pictures taken in the actual situation,—best use of movable furniture in class grouping, class observation during the field trip, kindergarten activities. The Camera Club from Western High School sent twenty pictures of working situations within its own building.

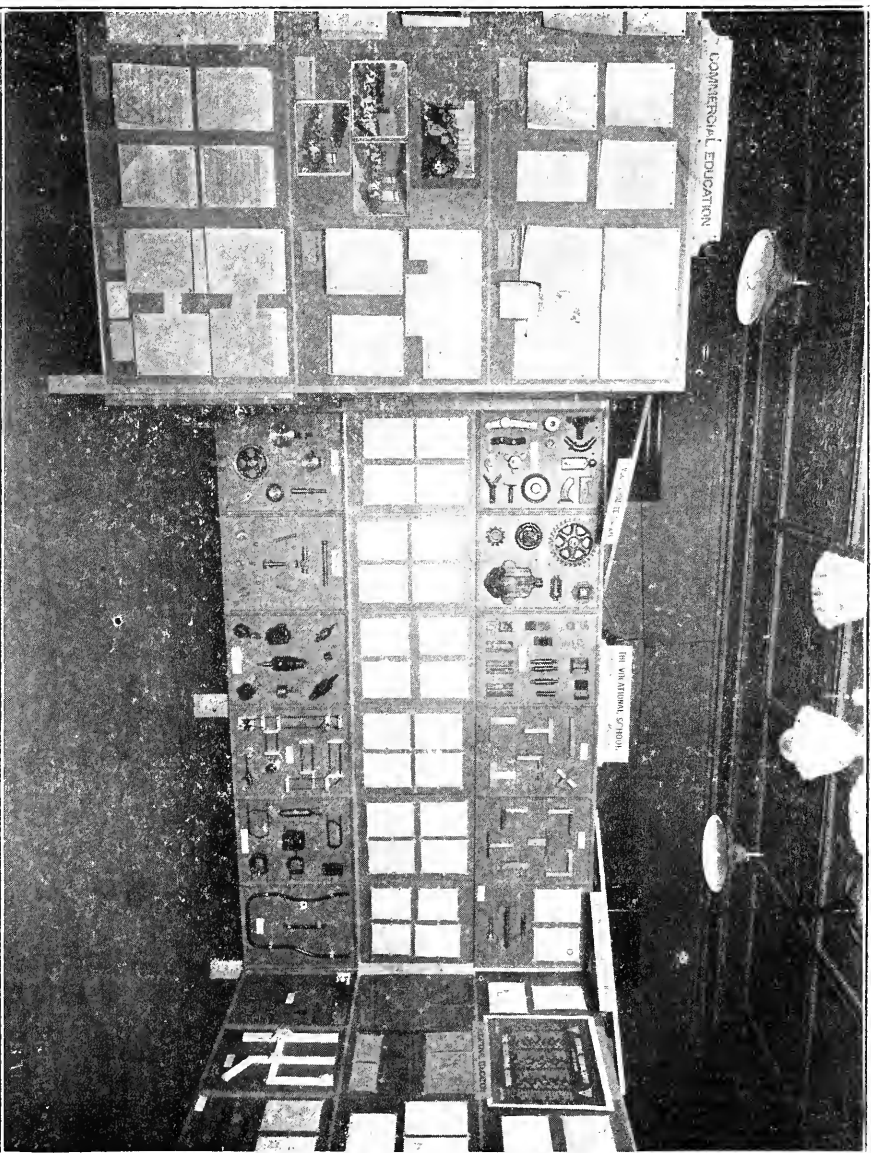
Various other types of pupils' work indicate the trend of lesson development; such is the group of posters from the department of general science in the secondary school; individual booklets, such as the booklet on Greek art from a fifth grade practice center; safety work in use as content for English lessons in intermediate grades. The home economics department, vocational school, art and music departments each present a unit. The directors and supervisors in every case have so planned the display as to show the character of the work; they present from a concrete point of view what is going on in our schools.

The mounts have been packed as units in boxes and the frames so adjusted as to make it possible to re-hang any unit, kindergarten, Latin, research, as the need may be. The purpose of the Department of Education is to keep this exhibit in general use. It will serve as materials for departmental conferences, teachers' meetings, supervisors' conferences on special subjects; there is no reason why a school may not borrow a unit which will serve in the solution of a certain problem. As a whole the exhibit offers a bird's-eye view of our school work; in sections it should become a useful educational device within the school. School executives desiring to use a certain section may arrange for the loan through the Bureau of Research.

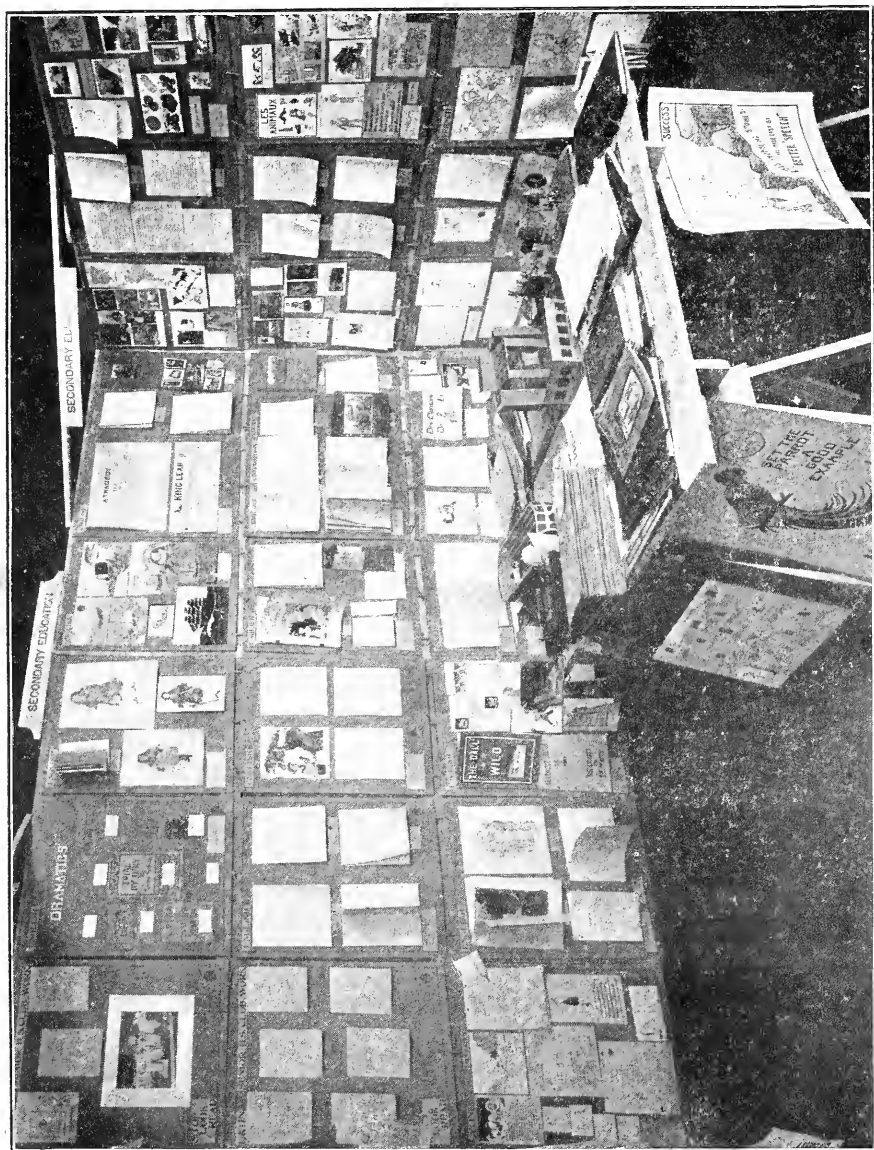
Superintendent Joy and Principal Cross were requested by President Unger to escort the President-elect, Mr. Samuel M. North, to the platform. Mr. North, according to tradition, declared the meeting adjourned sine die.



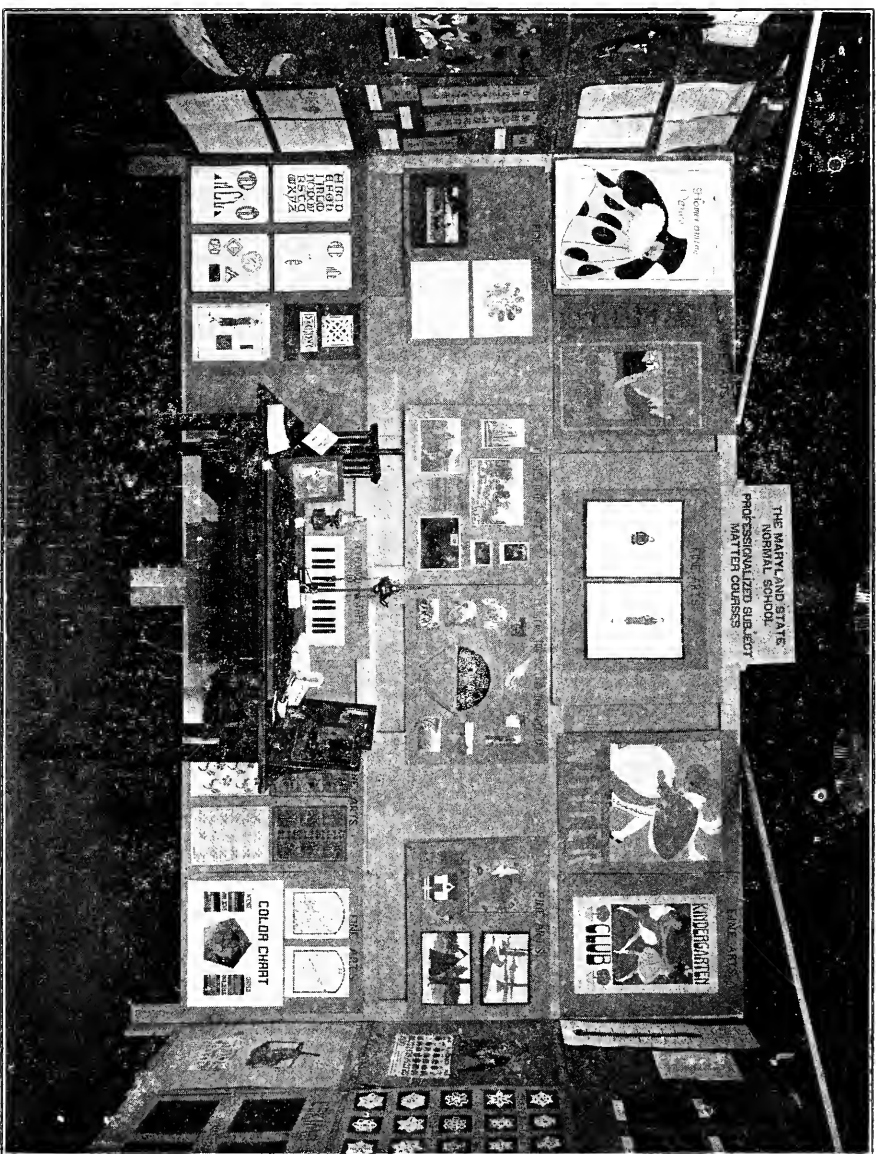
BALTIMORE SCHOOL EXHIBIT



BAITMORE SCHOOL EXHIBIT



BALTIMORE SCHOOL EXHIBIT



EXHIBIT—MARYLAND STATE NORMAL SCHOOL, TOWSON

DEPARTMENTS

SECONDARY EDUCATION

Friday, November 27th, 1.45 to 4.30 P. M.

Chairman—W. K. Klingaman, Hagerstown

Secretary—Roger X. Day, Accident.

WESTERN HIGH SCHOOL, Room 212

The Department of Secondary Education met at Western High School, Baltimore, on Friday, November 27th, 1925, as a unit of the Maryland State Teachers' Association. The meeting was called to order by the President, Mr. Klingaman, for the purpose of electing officers for the ensuing year. Mr. C. H. Kopp, Cumberland, was elected president; Mr. F. R. Davis, Darlington, secretary.

Following the election of officers, Mr. Klingaman introduced Dr. Buchner and the meeting continued as the Third Conference for High School Principals of Maryland, under the auspices of the Johns Hopkins University. Prior to this year these conferences have been held at the University, but because of the nature of the subject under discussion, it was deemed advisable to make it available for the greatest number possible by conducting it as the program of the Department of Secondary Education of the State Association. All members of the Department were invited to attend. Dr. Buchner presented Dr. Goodnow, President of Johns Hopkins University, who introduced the speaker of the day: Dr. J. A. Foberg, Director of Mathematics and Science, Department of Public Instruction, Pennsylvania, who addressed the conference on "The Teaching of Mathematics in the High School."

Dr. Foberg regarded the selection of the subject as timely in view of the recent work of the Committee on the Reorganization of Mathematics in the Secondary Schools. Basing his conclusions on these reports and upon his own personal experience and observation, the speaker developed his subject along the following lines:

1. The elementary mathematics should be confined to the first six years of school, while the next six should be devoted to the secondary work—Junior and Senior High School Mathematics.
2. Mathematics should be required in all three years of Junior High School, but that offered should be justified on the basis of its value for discipline and training for citizenship.
3. The Senior High School Mathematics should be elective. This procedure would tend to raise the standard of Senior High School Mathematics students, because only those would be found in the classes who had shown an aptitude for it in the Junior High School.
4. Finally, by simplifying the methods of procedure and striving for a larger degree of mastery of fundamental principles, mathematics in the high school could be made more effective in training the child to recognize and solve his own problems.

The Round Table Conference, under the supervision of Mr. Fon-

taine, produced a vigorous discussion of mathematics as taught in the Maryland High Schools. Mr. Kopp, of Cumberland, presented the results of tests in Algebra which revealed widespread lack of ability to solve simple problems in the fundamentals of the subject. Mr. Davis, of Havre de Grace, by showing that more work was offered the high school pupils of Maryland in mathematics than in any other subject except English, revealed the tremendous opportunities for good or bad teaching of the subject.

Further general discussion seemed to indicate a fairly uniform opinion of the following points:

1. That a thorough mastery of fundamentals should be sought.
2. That frequent reviews should be had, presenting the former principles in their relations to new subject matter.
3. That special or particular types of mathematics should be taught when and by whom they are needed.

FRANK R. DAVIS, Secretary.

December 30th, 1925.

GRAMMAR SECTION

Friday, November 27th, 2.00 P. M.

President—Miss Althea Fuller, Cumberland
Secretary—Miss Molly Bopst, Cumberland

WESTERN HIGH SCHOOL, Room 201

The Grammar Section of the Maryland State Teachers' Association met in Room 201 of the Western High School, Friday, November 27th, at 2 p. m. The Chairman, Miss Althea Fuller, presided. The topic for discussion, "Curriculum Making."

Miss Nellie N. Ledley, of Essex, Maryland, discussed Makers of the Curriculum. Miss Ledley said we may not all agree as to who should make the curriculum for our schools but we all do agree that the task of making a course of study is a most tremendous one. To analyze the political, economical, social, intellectual, and spiritual problems of the world to-day in terms of training needs, to group these needs into several fields of learning—health, citizenship, language, etc., and to select activities of graded difficulties, interesting and worthwhile for the development of the abilities required the most painstaking detailed work of many people.

Miss Ledley said the question of who shall make the course of study has been carefully studied by higher educators and they have concluded that to get the best results the combined wisdom of experts, administrators, and classroom teachers should be pooled. Both national and local leadership are required.

Nationally, a properly balanced group of experts can lay down broad general principles that will better guide all communities than any local community can formulate for itself. Locally, there is a place for every member of the school department in adjusting the course of study to individual needs of the pupil and community conditions.

Miss Ledley referred to Denver, Colorado, as having done a won-

derful piece of work in curriculum revision. Also Baltimore County, feeling the need for the revision of her course of study has been working to bring about this needed revision.

Miss Mildred Willison, of Centre St. School, Cumberland, gave a most able talk on the Material of the Curriculum. Life is the great thing after all. Because life has changed the aims of education have changed. Because the aims of education have changed the curriculum has changed.

We no longer look upon childhood as a vestibule through which the child must pass in order to enter adult life. It is now that of as an intrinsic room in the mansion of life. The system whereby a child is unnecessarily burdened and restricted in order to prepare him for some far off future happiness which he may never reach is no longer regarded with favor.

The responsibility of the school is proportionately greater because life has changed. In pioneer days the life of our forefathers was educative. Because of economic conditions the children were responsible for many vital activities of the home. In the accomplishment of these tasks purpose, planning, executing, and judging must have all entered in. The motive for acquiring the skill were intrinsic ones. Because of a useful work accomplished self confidence and dependability were formed. These men of pioneer days were educated in that they knew people and life. Life to-day demands more and gives less opportunities for apprenticeship.

The school should create opportunities which will develop the child into a useful, happy adult citizen. How, then, is the school to meet these responsibilities?

Given trained teachers with a group of children, on what basis will the teacher meet the child? The curriculum must be the meeting ground.

What is this curriculum? It is a series of guided experiences so related that the mastery of one will mean the enrichment of all subsequent experiences. The curriculum is race experience, the picked winnings of the race, the best ways mankind has devised of solving life's problems.

The child is a bundle of ways of behaving, the subject matter of the curriculum is a bundle of ways of behaving. The curriculum must be constructed on the basis that the subject matter contained therein, when learned, reacts as a way of behaving in the child. The parts of the curriculum should develop the child into a well-rounded life, i. e. health, command of fundamental facts, worthy use of leisure time, vocation citizenship, ethical character, home membership. The ideals, appreciations and attitudes created as a result of the material comprising the curriculum and the methods of serving them must be high if our accomplishments are to be high.

Organization of the Curriculum was well handled by Mrs. Minnie Grinstead Himes, of Washington, D. C.

She said the printed curriculum comes to us fresh from the printer for the teacher to put into practical experience the suggestions of the thinker, the philosopher, the psychologist, the sociologist, and the dreamer. It is the privilege of the teacher to use it, to put it across.

The curriculum of the present does not measure out work by so many pages for so many weeks, but it tells certain things to be covered, to be learned, in certain grades.

The teacher should read and re-read the curriculum, get its inspirational and factual messages. She should know the things her grade is expected to cover in their text books during a year or a semester. She should take her text books and figure pages to be covered by the material her grade is expected to use; estimate the number of pages to be covered each month in order to complete the assigned work; make notes on loose leaf, noting outside books and pages, from which supplementary work may be gained.

The teacher knows that every child will not fit the course of study nor the course of study fit every pupil. The slow, the medium, and the bright pupils must all be helped along by various special methods. The teacher must continue, to study the curriculum, visualize the curriculum, try to help pupils up to and beyond the curriculum, teach the curriculum.

The teacher owes it to the curriculum makers to give the curriculum a fair test by trying to work it out as outlined. She will find means of adding to the suggestions of the curriculum.

The curriculum is a necessary, helpful part of the grade's work and each teacher should do her best to help to work out the plans of the curriculum maker.

The business session of the meeting was taken up by election of officers for the coming year.

Miss Edna Marshall, of Salisbury High School, was unanimously elected Chairman of the Grammar Section.

Miss Jane Wilson, of —————, was elected Secretary.

The second part of the meeting was a combined meeting of the Kindergarten-Primary and Grammar Sections held in the auditorium of the Western High School. There a very interesting and instructive address was given by Mr. N. Searle Light, Director of Rural Education, Hartford, Connecticut.

THE ROLE OF THE TEACHER

N. S. Light

Whether present day demands upon the teacher are greater than ever before may be debatable. It is certain, however, that these demands are more specific and more varied. So much more is now known about the nature of the educative process and the means by which it is furthered or hindered that we face an intelligent and growing demand for harmony between teaching practice and the new knowledge.

The old is no longer acceptable. If we may judge by available evidence, the old-time teacher did not attempt to make his school a particularly interesting place. He aimed to secure strength of will and self-restraint. Power to discipline was his most important qualification. Through fear of punishment the teacher aimed to have the pupils learn to apply themselves to hard and uninteresting tasks. By this means he certainly secured a certain kind of attention from the timid. If he succeeded in the inevitable trial of strength, the less timid were brought into line and the neighborhood felt that it had a good school. If he failed, there was a change of teachers.

He interested the more gifted by prizes awarded sometimes with much display. He was satisfied with little real knowledge, little in-

terest, little training to meet the problems of living. He was not satisfied with little application or industry. He failed, however, to develop intellectual interests, except in the occasional brainy pupil.

Not so long ago the teacher became much concerned with interest and the pupil. The advantages of a pupil interested in the task at hand were obvious. The teacher sought by every means to stimulate interest. The teacher who interested his pupils was successful. A type of teacher resourceful in device and incentives, vivacious in manner, pleasing and attractive in appearance was in great demand. This type of teacher was the only solution to an impossible situation which arose immediately. The teacher had the same course of study to follow, and that course of study was over-loaded with obsolete material, poorly graded by convention and organized to no good educational end. To develop any genuine interest in the subject matter to be learned at any given time was quite impossible in many cases, and exceedingly difficult in others. The teacher faced with a new task which required him to learn a new technique was tied to a firm stake in the shape of a course of study totally unadapted to the new level of work. The result was, in most cases, either failure or resort to interest stimuli quite apart from the subject matter in the course of study. In other words, the teacher had to interest the pupil in something; he could not interest the pupils in the work planned in the course of study, so he resorted to all kinds of inventions to catch and hold that all-important element, attention and apparent interest. The final outcome was pupils who craved variety and change, who had no interest in things of worth to them or any one else, if achieving them meant hard work, and the teacher had to hustle faster and faster to find new tricks.

Some years ago I recall a magazine article in which the author described four levels of teaching. First, there was the text book teacher who assigned, and tested, and then again assigned so many pages of a text book. This type corresponds quite closely to the old-time teacher whose work we have previously mentioned. More frequently found in high schools than elsewhere to-day, yet we find too many in the upper grades of the elementary school.

The second was the topic outline teacher, who prepared long topical uptlines and either wrote them on the board or dictated them to be copied into note books. This procedure represents something of an advance upon the first type, because more than one text book was frequently used, reference books were sometimes employed, the field of learning was broadened and, hence, interest in learning was more or less enhanced. This type is not uncommon in grammar grades and high schools to-day.

The third was the personality teacher, rich and resourceful in devices, attractive in appearance, very animated in manner. This type was the center of all activity. The pupils trotted along after him as fast as they could, sometimes gasping for breath and with their tongues hanging out. This type was most successful in the primary grades. The older pupils quit running after a short time. Teachers of this type are common to-day. For the most part they are wholly unaware of the damage they do in creating distaste for real work to real ends, in creating a taste for sweets which must be satisfied and which cloy the pupils' normal appetite for learning. Many a time I have watched teachers struggle to restore to mental health a class with one or two years' experience with this type of teacher. The restoration to health is a slow process, painful and distressing to pupils.

teacher and parents. It frequently leads to clashes between school and parent.

The author describes as the fourth type the teacher who makes the pupil the center of activity. The learner is in the foreground, the teacher, in a more apparent than real sense, in the background. The pupil's interests, his activities, his needs form the basis of work. The teacher is guide, helper, friend and counsellor, and is so regarded by the pupils. This type is small in number, but it is growing fast. The demand for it is unlimited.

This description of teaching practices in four categories has proven very useful to many teachers. It may be faulty in a number of ways; but, if new to you, it may be found helpful as one means of analyzing and estimating your own work. If not new, it is well worth recalling from time to time.

Now the role of teacher as guide and counsellor presumes an objective and a plan on the part of the pupils. The pupils must be active to some purpose. One cannot guide a person without a goal. One cannot advise a pupil upon a program of work or a course of action unless that pupil wants to accomplish a certain, specific end. The role of the teacher includes the difficult task of generating purposes in his pupils, not any purposes but rather purposes in keeping with the program of the school's work. This requires a new set of skills. We shall not acquire them with ease or facility, but only through hard work and much reflection upon the causes of failure in this instance and success in that. "Why did I fail," and "why did I succeed," must be questions constantly with us.

Reading of many books will not greatly help us after we obtain a point of view. Study of our own situations will yield by far the richest returns. So often I hear teachers and supervisors complain of lack of time to study education. By this they generally mean the study of books about education. It would be so much more profitable for all of us to study education itself in our school rooms. We can study there hours every day. Perhaps the difficulty is that we do not see education in the school room because of the arithmetic, the mechanics of reading and the parts of speech. We cannot see the forest because of the trees.

To assist a pupil in diagnosing his reading abilities within certain limits is not such a difficult task, and yet only from such a process will any purposive, remedial effort by the pupil come. It is not enough that the teacher know; the pupil must know. The teacher knowing may prescribe corrective exercises, but practice will be neither intelligent nor very productive until the pupil understands his needs from self-analysis. Here is one way to create a felt need. The process is not complete, even then, until pupil and teacher have considered ways and means for overcoming the disabilities present and have planned a course of action. Pupils are wiser and are more capable of this kind of work than we have ever given them credit for being. We have but to give them opportunity, encouragement and aid. Of course, the teacher must know what means may be employed to meet the various disabilities. That is an essential part of the teacher's equipment in his new role.

The above process is equally applicable to arithmetic and handwriting, in fact to all the skills, at least, which the learner must acquire in the elementary school. The value of it all does not lie solely in the more purposive effort of the pupil, but also in its contribution to a reasoning attitude toward his own progress and accomplishment.

If only we could lend every pupil in the intermediate and grammar grades to appraise his own progress and to formulate a program of work based upon his needs and abilities.

We need more self-analysis and less group criticism. Pupils learn early in their school life to watch for and recognize errors in others. We are quite diligent in pointing out errors in their oral reading, their oral language, everywhere and all the time, in fact. Pupils become, under such tutelage, keen error hounds.

If we were to try with like diligence to develop the ability to recognize merit in the work of others, we might find it much more fruitful of positive results. If we were ourselves as alert to recognize the well-turned phrase and the appropriate word, our results in oral language might far exceed anything we know now. The pupils would know what to cultivate, rather than merely what to avoid.

Pupils have a wider acquaintance with the characteristics of poor work than they have with what constitutes superior work. The latter they vaguely sense, but they cannot analyze it. They cannot tell why it is good work. This is no more true of language than it is of art or literature. Discussing this problem here in an academic way, we would readily agree that it is vastly more important for the pupil to be able to recognize and understand beauty than it is for him to have such close acquaintance with ugliness and error. It is a different matter when we return to our class rooms and are faced with constantly recurring mistakes. We immediately attack the mistakes, and we frequently find no time left for anything else.

The treatment of written compositions is a case in point. Some time ago we assigned compositions upon a certain day upon a certain topic. We liberalized this practice by giving the pupils a list of topics from which to choose. We sometimes even allowed the pupils to talk over these topics before they wrote. We became very considerate of pupils' interests and were severely criticized by some of our associates for wasting time. They claimed that the resulting efforts were no improvement. Sometimes, perhaps often, this was true. Decided improvements are however possible. Let us consider one or two of them.

I have been interested in learning why we have uniformly required all pupils to write compositions at the same time or on the same day. I have not found the origin of the custom, and I can find no good reason for it to-day. Who told us it was good practice? Why is it good practice? In view of its widespread appearance, it would appear like the result of a general edict, but I can find none. That it is easier and more convenient for the teacher is sometimes alleged. I doubt that; for what is more difficult than sitting down to a pile of forty compositions and correcting them? Would it not be pleasanter to have compositions coming to us from individual pupils upon occasions when they have something, some experience, some story to tell their associates? The teacher who is alert for such occasions will find many. How rare is the group of boys and girls who after school or at any other time have nothing to say to one another! The substance of our difficulty here is that we are not skillful enough to see and utilize these occasions. That is our problem, and the necessary skill to meet it is a part of the present-day teacher's equipment.

We will examine this unpleasant task of correcting compositions. We approach it from a wrong point of view. We seek errors, and we have invented complicated schemes for indicating all such by certain signs in red. It is delightful, this hunting errors! It is so inspiring.

But suppose we approach it in this way. What is this pupil trying to say? How can I help him to find a better way to say it? These and many other questions offer a very different kind of approach, and it is not so irksome by far.

If the pupil has the occasion to write, if he has an audience in his associates, and if he knows the teacher is reading his effort with the purpose of helping him to tell his story more entertainingly and more effectively, his attitude is going to be very different. The whole problem of written composition will be totally different.

To read compositions in this way requires skills totally different from those employed in marking errors, but the task is infinitely more interesting and more worth while to the pupil. If such a course is pursued, the pupil's gain in skill will be rapid.

"Tell it in your own words" is a phrase frequently upon the teacher's lips. The caution is meant to discourage bookishness and language inappropriate to the pupil's years. Here we meet a delightful situation. Words and phrases which are now rare in the usage of our pupils are discouraged because they sound to us like books and not like the normal language of the pupils. Just think about that a moment. Why does the language of literature, in other words good English, sound so foreign to our class rooms that we strive to prevent its appearance, even? Is the fault in our ears? Increase the vocabulary of words, phrases, strengthen the pupil's control of sentence structure, but don't use any language which may be found in a book! This attitude is probably a reaction from memoriter reciting. It has gone too far. Our pupils are capable of a language control far beyond their present attainments. If we close literature to them as a source for such controls, we close the only source open to many of them. The pupil must learn to incorporate into his speaking and writing vocabularies more of the language of literature. We are in danger here again of accepting the median of what is as the ideal of what might be. Let us beware.

Perhaps I have dwelt too long upon our language work. It is an inexhaustible field, and we have touched only a small portion of it. The same principles apply to other subjects in our practice. We are far from reaching a common sense basis in our teaching. When we go into the school room, we enter a different world, where we think differently and act differently. Overcoming this we find hard; but if we are to play our new roles well, we must destroy these false barriers between the class room and life as it is lived. I once attended a little function at the home of a teacher whose room was one of the most formal, severe schools I ever saw. In her home she was a charming hostess, considerate and thoughtful. When I left, I could not resist asking her this question, "Why don't you play the role of hostess in your school?" Contrary to the usual run of tales, she never did. She taught school in one world and lived in a different one. She never realized her possibilities and she never permitted her pupils to realize theirs.

We tend to confuse standards based upon investigations of present achievements for ideals. Standards are helpful to teacher and pupil in gauging progress. They are harmful when the teacher accepts them as ideals. For example, they cease to be a factor in the pupil's life the moment he leaves the school. The standard of good English to which the eighth grade pupil should attain is far short of the ideal of good English which should be developing in that pupil to guide his use of English in after school years. The ideal may stimu-

late him to continued endeavor to improve his English, but the standard never can.

In the development of the role of the teacher in the new education we have had a succession of war cries. "Make them think" was one of the earliest of these. We never did and we never will. All that we can do is to surround them with influences which will tend to provoke thinking. But the war cry was passed along from the teacher to the pupil. "Think!" was an exhortation frequently upon the teacher's lips. The results were not gratifying. We are beginning to be more skillful, and in numerous ways we are supplying influences which are likely to provoke mental activity. We are finding the problem more subtle than at first supposed. Exhortation plus formal instruction in how to think did not accomplish our purpose. It was not easy to supersede impulse and attitude with reflection as the determining factor in our actions. We have not accomplished that substitution in ourselves. We are progressing, however, and we shall progress faster if we will deliberately set about improving our abilities to manipulate those influences which may be brought into the school room to provoke the pupil to reflection.

For the most part we have meant reflective thinking or reasoning when we have discussed this problem. We have need to consider the development of appreciative thinking as well. For success in teaching art, music, literature depends not a little upon our knowledge of the nature of appreciative thinking. This type of thinking will predominate with many pupils during their leisure hours, if our school programs succeed. It should be absent in none. There is scanty help available upon this problem. At least, I have found very little.

Meanwhile, the splendid progress recorded here and there in securing a more scientific order of thinking, especially in the field of the social studies, suggests high hopes of still further progress. We shall scrutinize more and more closely the kind of problems which we lead the pupils to undertake. Is it worth while in itself? Will it be worth while to the pupil? Has it close kinship to other problems now within the pupil's experience or to problems whose appearance later is highly probable?

"Socialize the school" has been and is a war cry which is exercising tremendous influence upon school activities. It is affecting our curricula, our courses of study, our school management and our teaching activities. Beneficial as its influence has in general been, some of us have been extremely literal when interpreting it into school room practice. "The teacher should be in the background" is a corollary of this process. Our mode of thinking as amateur explorers has been to translate that into "The teacher should be in the back of the room." And there we often find her, an observer, while the blind lead the blind in the name of socialization and education. A pupil chairman presides, a pupil secretary records notes upon those who participate, the criticisms offered and the suggestions presented. It may be and doubtless is worth while for pupils to learn to preside over a meeting, to learn to act as clerk of a meeting and to learn how to conduct themselves upon the floor on such occasions, but if that is the purpose, let's adhere to it. But we claim to be socializing the work of the school. We socialize the reading and the arithmetic by this procedure. I wonder if we do. I just wonder if socialization means that sort of thing. I wonder if the almost inevitable waste of time on such occasions can be justified upon any grounds, when we consider all that the pupils ought to and might learn about the world in which they live

and the short space of time available to us for teaching all these things. I wonder if the substitution of pupil leadership for skilled teacher leadership is socializing the school and its activities. I wonder if an inactive teacher or a teacher who is active'y guiding the pupils' activities to the formulation of purpose and plans for progress in accordance with pupil needs, interests and abilities and in harmony with the course of study, is the kind of teacher suggested by this war cry. This process is too simple and everything else is too complex. There are far more effective means for developing pupil responsibility, but they require more skill, more hard work and more patience. They are neither so obvious nor so quick in action. They are not of the patent medicine variety.

When the pupil is learning because he knows and feels that what he is learning is most worth while to him personally, then and not until then will the school be socialized. To accomplish that will mean that the school will have become of life itself and that the pupil will sense its value because it is real interpretative life experience he is gaining. To expect a pupil to do for another what we teachers have largely failed to do appears to me absurd.

"Individual instruction" is another war cry heard in the land. We have discovered the individual pupil. We have suddenly discovered that we need to recognize varying abilities to learn, varying experience, varying needs, varying interests, all of which were and are generally neglected in mass instruction. This movement is a reaction to the lock-step system in our schools. Our schools had grown to tremendous size without realization on the part of the school that its methods of handling the problem were injuring the pupil and were, in fact, defeating its purposes to a large extent.

The lack of interest in school, the heavy losses at the leaving age, the number of retarded pupils, the number of disabilities, the criticism of the public that the schools were not doing their work thoroughly or well, all of these, when revealed or confirmed by careful studies, contributed to a reconsideration of the problem and an accentuation of the individual.

Undoubtedly this movement is a healthy one in its general trend. It does produce a dilemma for the schools. From one side comes an ever-stronger demand for socialization and the training of pupils to work together well, and from the other side comes the demand that the claim of the individual be respected. The reconciliation of these two apparently conflicting demands presents to us a difficult problem. There is so much obvious merit in each that we must find a way to satisfy both demands. By that I do not mean to satisfy the exponents of each, but rather satisfy the needs upon which each bases its claims. This problem is upon us and must be solved.

The classification of pupils according to their mental age is an attempt to meet this situation. Based largely upon a somewhat unreliable and unscientific measure, the group test, this solution does not appeal to me as likely to survive long without considerable modification. Too many factors of importance in determining the character of a pupil's work in school are neglected in this scheme. Differences in experience cause many variations in the results of the tests. Attitudes and experience are large factors in a pupil's learning. It remains to be shown that this basis of classification upon a rough measure of mental age is a true solution. It can be accepted as a hypothesis upon which to work, but we need to examine its working with meticulous care.

Perhaps the solution will be found in a middle ground where the advantages of both plans can be conserved to the pupils. Certainly it is desirable that we make haste slowly, that we take our steps with due forethought and that we scrutinize the results from a wholly disinterested standpoint. Results must be measured in terms of education, rather than in arithmetic, reading, spelling or any other set of knowledges or skills. There is more at stake than mastery of the three "R's." The problem is exceptionally appealing and important, and we teachers cannot afford to be indifferent toward it. Neither can we afford to approach it with a prejudiced eye.

If we are teaching large classes, we can help by greater effort to know the individual, his tastes, interests, abilities, the home and neighborhood influences which go far in determining what he is and does. We can then provide for his development in many, many ways even in the large class, and this we are bound to do. We cannot teach pupils in distinction from teaching subjects if we do not know our pupils. And we may as well admit that we cannot know our pupils by their school room activities alone. If we are to be the influence in a pupil's life that we ought to be, we must know how and where to apply stimuli as well as what stimuli to employ. We know all this well, but we do not act upon it to the degree that the importance of the problem warrants and requires.

The reorganization of the work of the upper grades, which is going forward so rapidly, is partly an attempt to solve the problem of early eliminations in the grades. In some measure it has been successful, but the problem will be solved only in so far as we can meet the needs and interests of the pupils of these grades. Not until then will these pupils find the school worth while. It is not hard work that drives these people out from school. It is rather that the work does not seem to them worth while. If the work is worth while, the problem is to lead the pupil to see that it is, a task which is rarely accomplished except when the teacher knows the pupil thoroughly enough to establish personal values. If the work is not worth while, there are large possibilities within the power of the teacher in adjusting the school activities of any pupil to meet the situation.

Perhaps the problem of elimination in the upper grades may have its origin farther down in the grades than is ordinarily believed. Disabilities and handicaps have been uncorrected and, indeed, frequently undetected. Here self-analysis and the ensuing program of work ought to be a large help in enabling these pupils to find worth while work in school. I think this is particularly true of the fifth grade. Observation, admittedly unscientific, leads me to believe that the root of the trouble very frequently lies in that grade. Unidentified and unremedied, it discourages and handicaps until the pupil is no longer happy and successful in school. He then seeks another sphere, relieved apparently from an ever-increased load of failures.

Teaching pupils to study has been still another movement of significance in upper grade work. I like to sit down beside a pupil and ask him perhaps how he studies his history, or perhaps how he memorizes a poem. I always follow it with the question of why he does it that way. A number of further questions will reveal many interesting things about his study habits.

In no field is it truer that a thing is never taught until it is learned than in this field of teaching a pupil how to study. The task is not complete until correct and economical study habits are actually

formed. Such habits are valuable possessions and ought to be a part of the equipment of every pupil when he leaves the eighth grade. Ordinarily he has some information about how to study, but the influence of the school has not been strong enough or persistent enough to result in good habits. In teaching pupils how to learn, we often fail to observe the laws of learning and the principles of teaching based therein. This is one place where our procedure ought to be wholly in harmony with the principles we are teaching. No other course is even pardonable.

At the beginning of this paper I called attention to the more complex and varied demands upon the teacher of to-day. It is evident that in recent years these demands have increased in both respects. We have no reason to doubt that the increase will continue. To some of us this is discouraging; to others it is a stimulus.

Whatever else may be said, there can be no reason for any teacher being bored with his work. The class room presents in the light of our new learning unnumbered problems of vital importance. For any teacher with a professional attitude toward his work, the possibilities are without limit. There never was such an interesting time in which to teach school. While we know more, we see more; and the ever-widening vista of the teacher's opportunities is a challenge to the strong and the courageous, and there is no room for others. The new role of the teacher demands abilities, skills and knowledges undreamed a generation ago. It is a changing role. It is alive and growing. That teachers are responding to the demands of this new role in a splendid way is apparent in the amount of additional, professional training sought and obtained all over this country. The role will be played, and played successfully.

Meeting adjourned,

MOLLY BOPST,
Secretary of Grammar Section.

KINDERGARTEN-PRIMARY SECTION

Friday, November 27th, 2.00 P. M.

Chairman—Miss Frances M. Berry,
1836 Bolton Street, Baltimore

Secretary—Miss Madeline Paulus,
5003 Ferndale Avenue, Baltimore

WESTERN HIGH SCHOOL, Room 109 and Auditorium

A most interesting and helpful meeting of the kindergarten-primary department of the Maryland State Teachers' Association was held at the Western High School on Friday, November twenty-seventh, nineteen hundred twenty-five, at two o'clock.

The subject of the meeting "The Advantages and Disadvantages of Following a Prescribed Curriculum," was announced by Miss Frances M. Berry, Chairman of the Department. The subject was discussed from the point of view of the kindergarten and primary grades; Miss Grace W. Mink of Baltimore County, spoke for the kindergarten, Miss Grace Rawlings of Baltimore City, for the first grade, Miss Martha Beetham of Baltimore City, for the second grade and Mrs. Myrtle Anderson of Montgomery County, for the third grade. Miss Agnes L. Snyder of the Maryland State Normal School gave a summary.

The following are some of the interesting points made. The kindergarten has always had a curriculum, called in the early days a program, but its form and content have changed with the passing years as advance has been made in child psychology. It has always been more flexible than the grade curriculum because a definite amount of subject matter was not required.

Advantages to be gained from the use of a curriculum in kindergarten are manifold—it is an aid and guide; it helps to measure progress; it sets up certain objectives; it prevents overlapping; it raises a standard of teaching and decreases loss of time for a child who is transferred from school to school.

Its disadvantages are: It has a tendency to hamper the teacher's thinking, to cause subject matter to be emphasized to the detriment of the child, and to crystalize thought and action.

Additional points made by Miss Rawlings were: Advantages—it enables the teachers to use good judgment in selecting material and subject matter and by presupposing a uniformity throughout the system enables a child to move from school to school with a minimum amount of loss of time and effort.

Disadvantages—it does not allow for individual differences, it presents facts and processes before children need them.

Miss Beetham maintained that there are no disadvantages in following a well-made curriculum if one uses it thoughtfully and with insight. With no curriculum a teacher has only her own intelligence, experience, and teacher-with-teacher discussion to guide her, whereas a curriculum represents the work of experts and makes the best educational thought available. For a floating population it gives necessary uniformity; eliminates much repetition; guards against waste; gives strength, for it allows no weak spots or gaps; affords opportunity for variation and allows emphasis to be placed on the human element. Since material and subject matter are selected and arranged, the child's growth and development are steady and economical.

The advantages to the third grade as presented by Mrs. Anderson are: It forms a working plan for a year and is also a basis for a teacher's monthly work. It enables her to check up and see that nothing has been eliminated. It gives each teacher of a grade some idea of what other teachers are doing; it prevents repetition; aids the new teacher, and saves much time.

The disadvantages are: Teaching tends to become mechanical, subject matter is handed out in small doses. Rates of progress to which all children are not adapted are fixed. It lessens the teacher's initiative and individuality. It has a tendency to put emphasis on a child's mental achievement rather than on his social and moral development.

SUMMARY

The consensus of opinion of the group is in favor of a prescribed curriculum. The advantages are the same regardless of the grade, that is, it guides and checks up progress; it defines objectives; prevents overlapping; is economical. Are the disadvantages noted inevitable? May the individual differences be met? Need the teachers be bound? Need method become mechanical?

The Conduct Curriculum written by teachers of Teachers College, Columbia, is one of the newest books. It shows how the needs of

children are met, notes the activities which occur in any child's day, and what grows out of the use of these. A curriculum based on children's activities and interests would be flexible, growing. It should, however, be developed out of the experience of teachers and supervisors and out of the thought of philosophers and psychologists. Through the use of such a curriculum, growth and education of both teachers and children are inevitable.

MADALINE PAULUS.

REPORT OF THE NOMINATING COMMITTEE

The Nominating Committee recommended the names of Miss Marguerite Conyne of the Maryland State Normal School at Towson, as Chairman of the department, and Miss Anne Armstrong, of 2102 Erdman Avenue, as Secretary.

MUSIC SECTION

Friday, November 27th, 1.00 P. M.

Chairman—Thomas L. Gibson,
State Department of Education, Baltimore

Secretary—Miss Emma E. Weyforth,
State Normal School, Towson

WESTERN HIGH SCHOOL, Room 207

The annual meeting of the Music Section was held at the Western High School on the afternoon of Friday, November 27, 1925.

An interesting program was provided. Mrs. Rose Morgan of "Long View," Leonia, New Jersey, gave a lecture recital on "The Songs that Live." She cited as examples of such songs "Santa Lucia," "America," "Killarney," "Those Evening Bells" and "Ye Banks and Braes 'O Bonnie Doone." As an example of the best type of love song, she cited "Annie Laurie."

In contrast with such songs, Mrs. Morgan spoke of "After the Ball Was Over," and "A Hot Time in the Old Town To-night," which she thinks have happily had their day.

Mrs. Morgan spoke with deep appreciation of the Negro Folk songs of the South. In contrast with these, she spoke of the over-use of syncopation in rag-time and jazz. The latter she characterized as useful only as demonstration of what can be done with noises.

Miss Edna McEachern, Director of Music in the State Normal School at Towson, read an interesting and instructive paper upon the subject of the correlation of music with other subjects in the curriculum. Miss McEachern pointed out that there is a real need of correlation. The curriculum is not to be thought of, she said, made up of isolated bits of subject matters. It is only as the subjects in it are considered in their relation to each other and their bearing on a life situation, that they gain significance and meaning. Music should not hold an isolated place in our lives. It should become a part of our daily life, and should be woven into the different activities of the curriculum.

By correlation, then, we mean the association and interrelationship of subjects in helping on some purposeful activity.

The types of correlation possible in the curriculum are various. When, you study the different countries in geography, develop a series

of music lessons including the Folk music, national instruments, national hymns, and even the art music reflecting the national spirit of each country.

When you study American history, illuminate the period studied by a study of the music of the time. Take up Indian music, for instance, in connection with the period of exploration.

Songs dealing with nature subjects are a natural correlation with nature study. The cantata "Hiawatha's Childhood" adds much charm to the Hiawatha story and brings about a correlation of music and literature. Such a group of songs as the Wool Songs of Jessie Gaynor, can be learned in connection with the study of wool in Industrial Arts.

The relationship between music and fine art is obvious. Both are the expression of human experiences, and often artists and musicians choose the same subject for their work, as in the case of the "Angelus" as painted by Millet, and composed by Massenet. And even where the subject matter is different, there is often great similarity in mood.

Upon the resignation of Mr. Gibson and Miss Weyforth, as President and Secretary, the following officers were elected:

President—Miss Gertrude Morgan,
Supervisor of Music, Carroll County, Maryland

Secretary—Miss Eleanor Moore,
Assistant Supervisor of Music, Baltimore City

Miss Morgan appointed the following persons as members of a committee to confer with her and the Secretary in regard to future programs:

Mr. Thomas L. Gibson,
State Supervisor of Music

Miss Edna McEachern,
Director of Music of Maryland State Normal School, Towson, Md.

Miss M. Louise Knouss,
Assistant Supervisor of Music, Baltimore City

AGRICULTURAL SECTION

Friday, November 27th, 2.00 to 4.30 P. M.

President—William R. McKnight, Centreville

Secretary—W. Lyle Mowlds, Rising Spn

WESTERN HIGH SCHOOL, Room 111

The Maryland vocational agricultural teachers met Friday, November 27, at the Western High School, in Baltimore.

The meeting was called to order by the President, Mr. W. R. McKnight, of Centreville.

The minutes of the previous meeting and treasurer's report was read and approved.

Mr. W. L. Mowlds, secretary-treasurer, reported \$15.50 in the treasury.

The following officers were elected: President, Paul Frank, Snow Hill; Vice-President, L. C. Burns, Thurmont; secretary and treasurer, J. W. Magruder, Lisbon.

After some discussion it was decided to hold the next meeting in Philadelphia in connection with the surrounding states—Pennsylvania, New Jersey and Delaware. The time is to be set by the State Director, in conference with representatives from Pennsylvania, New Jersey and Delaware.

Mr. H. R. Shoemaker spoke of the expenses of the coach at the National Dairy Show. It was voted that the Agricultural Teachers' Association pay a part of the coach's expenses each year, the amount not to exceed \$25.

It was agreed that the annual dues be raised from 50 cents to \$1 per year.

It was also agreed that the fiscal year should begin with the November meeting.

The program for the afternoon was as follows:

1. L. C. Burns reported on the trip by the judging team to the National Dairy Show at Indianapolis.
2. The Community Survey—J. W. Magruder, of Lisbon.
3. Judging Contests—H. R. Shoemaker, of Middletown.
4. Father and Son Banquet—S. P. Caltrider, of Westminster.
5. Making Agricultural Material Available—Paul S. Frank, of Snow Hill.
6. Daily Lesson Plans—R. M. Strickland, of Easton.
7. The Agriculture Club—A. A. McBride, of Mt. Airy.
8. Community Meetings—P. W. Gates, of Rockville.

MAKING LESSON PLANS IN VOCATIONAL AGRICULTURE

By R. M. Strickland, Easton, Md.

According to Schmidt—

"Lesson Planning in vocational agriculture means the making of:

- (1) A yearly teaching plan.
- (2) Job outlines.
- (3) Horizontal layout.
- (4) Monthly teaching plan.
- (5) Analyses of jobs.
- (6) Teaching layout of jobs.
- (7) Operating sheets for exercises."

It is, however, the Teaching Layout of jobs about which we are concerned.

The summary of steps of a school room lesson include preparation, presentation, application, and testing.

If a teacher has developed this first step,—preparation, in other words, a lesson plan, he is prepared for his day's work; he possesses confidence; and he believes that he will do a good job.

No matter who comes into the room, he is going to do good teaching, without becoming self-conscious or nervous, because he is "all set for action." He knows what he wants to do, why he wants to do it, and how he is going to do it. In such self-reliance, lies much of the secret of good teaching.

First, the teacher prepares the mind of the learner to grasp intelligently the new lesson; discusses the lesson to put the learner in a receptive frame of mind for the new material and concludes with a statement of aims of the lesson, and the assignment.

Professor Eaton of Cornell, states—"Of all the work of the teacher, the assignment is the most fundamental and important. It must suggest a purpose to be fulfilled, often a problem to be solved, must provoke the need and suggest the means to specifying clearly that purpose or defining that problem." In other words, it sets the pupil for the lesson; it stimulates and directs the attention of the student to "the why, the what, and the how," of the lesson. The work of the teacher in supervision of study and recitation, to say nothing of forms of teaching other than class room teaching, hinges entirely upon the assignment.

According to Schmidt, some of the good devices used in making preparation are:

- (1) Analysis of a job with class, by asking questions to bring out points to study.
- (2) Recalling of known related information or experiences in order to get interest and to see what must be learned to do the job, or,
- (3) Announcing the new farm job and finding out the difficulties farmers have with it in order to get real problems to study and solve.
- (4) Assignment of problems connected with the farm job which arose from the analysis of the job.

Other devices may include provision for a demonstration, or instructions for a laboratory exercise or field trip.

The last step in the preparation is the making of a definite set of questions for study and class room discussion. These questions with the list of references may best be written on the board.

Quick concentrated action is required. Without a previous analysis of a job and a teaching layout, the inductive development method of procedure is sure to be a failure.

The extent to which the plans shall go into detail will vary. Inexperienced teachers should write their plans out fully until thinking out their work in that form becomes habitual. As they grow more proficient, the plans may become correspondingly more brief. Ultimately it should not be necessary for an inexperienced teacher to commit to written form, the lesson plan of a subject with which he is familiar, but the time should never come when he goes before his pupils without having carefully thought out his plan and assembled the materials to be used. Lesson plans once written should be carefully preserved for future reference.

In making plans the pupils' capabilities, attainments, interests, and point of view must be kept in mind.

Class room management is a problem that the beginning teacher meets and keeps with him throughout his teaching career. Here are two principles that govern class room management—economy and discipline. Waste in time and effort on the part of pupils and the teacher during the teaching period must be controlled to a minimum. Clear and definite purpose planned by the teacher, and clear and definite purposes known to the class, eliminate to a great extent, wasteful activity and behaviour entirely incompatible with learning.

Possibly the greatest difficulty in teaching agriculture is that of making it sufficiently concrete and practical. The duties and responsibilities of the vocational agricultural instructor must be necessarily limited and neglected if he is required to devote proper time and

energy towards the preparation of proper lesson plans. One is able to develop and speed up to a great extent lesson preparation by the use of Bulletin 53, issued by the Federal Board for Vocational Education, Lessons in Plant Production for Southern Schools. This bulletin, however, falls short of the needs of Maryland men. There is nothing, in my opinion, that would be of greater aid to Maryland teachers than for committees to prepare job outlines, and job analysis, in bulletin form. Much wasteful activity of the teaching force would be saved, stimulation would be induced, and a great stride would be made in successful teaching, particularly by the beginner. Such a bulletin would certainly be productive of more and better lesson layouts being prepared by the teachers, which would increase the efficiency in class work.

REFERENCES

Vocational Education in Farming Occupations—Theodore H. Eaton, Lippincott, Philadelphia.

New Methods in Teaching Vocational Agriculture—G. A. Schmidt, The Century Company, New York.

CONSTITUTION OF THE AIRY AGRICULTURAL SOCIETY

By A. A. McBride, Teacher of Vocational Agriculture
Mt. Airy, Maryland

Article 1—Name

The name of this organization shall be the Airy Agricultural Society of the Mount Airy High School.

Article 2—Purposes

The purposes of this organization shall be:—

1. To give the boys enrolled in vocational agriculture an opportunity to gain experience in conducting agricultural meetings.
2. To stimulate interest in reading agricultural literature.
3. To offer a means whereby boys may assist materially in developing agricultural departments.
4. To give an opportunity for developing an interest in the agricultural department on the part of patrons.
5. To set aside definite periods during which all classes enrolled in vocational agriculture may meet together in the interest of agricultural development in the high school, as well as in the community of which it is a part.
6. To give publicity to agricultural work carried on within the school.

Article 3—Membership

All pupils electing vocational agriculture automatically become members of the society and their period of membership is continuous throughout the entire time they are regularly enrolled in this work.

Article 4—Officers

The officers of this organization shall be a president, vice-president, secretary, and treasurer.

Article 5—Advisory Committee

The president and secretary shall compose an advisory committee of the society which shall confer with the agricultural instructor on matters of interest and importance pertaining to the welfare of the organization as well as the work of the agricultural department.

Article 6—Elections

At the beginning of each school year the agricultural instructor shall set aside a portion of the time allotted to agricultural instruction for an organization meeting of the society and the election of officers for the ensuing year.

Article 7—Dues

The dues of this society shall be five cents (5c.) per meeting, payable in advance or in answer to the roll call of the treasurer at the opening of each meeting.

Article 8—Amendments

This constitution may be amended by a two-thirds vote of those present at the meeting in which such amendment may be proposed.

By-Laws

Article 1—Duties of Officers

Section 1. The president shall preside at all meetings, and see that all programs are promptly prepared and posted a reasonable length of time before each meeting. He shall also have the power to appoint any committees he deems necessary for the carrying on of the business of the society.

Section 2. In the absence of the President the Vice-President shall perform all of the duties of the President.

Section 3. The Secretary shall keep a record of the minutes, including both the program and business of each meeting, and shall have charge of all correspondence.

Section 4. The Treasurer shall keep a roll of the members of the society, collect dues, pay bills, and have charge of all of the money of the society.

Article 2—Committees

Section 1. The Advisory Committee, composed of the President and Secretary shall, after conferring with the agricultural instructor, give the final decision in all matters in which there seems to be difficulty in arriving at a conclusion.

Section 2. The Program Committee shall be appointed by the President on the last meeting day of each month, and shall consist of two members, alternating so as to give each member a chance to help prepare at least two programs a year.

Article 3—Finances

Section 1. All dues paid into the treasury and any other money collected shall go toward the purchase of necessary agricultural equipment, literature—such as magazines and books,—and toward social functions, outings, as well as toward paying expenses of any representative or representatives of the society taking part in local, county, State, or national contests in vocational agriculture.

Section 2. The society, or any member or members, shall have the power to raise money, in addition to the regular dues of the society, for purposes stated in Article 3, Section 2, by contests, socials, entertainments, or private solicitation.

Article 4—Meetings

Section 1. The work of this organization shall comprise a part of the regular agricultural instruction and meetings shall be held during the regular ninety minutes' class period.

Section 2. There shall be held at least two meetings per month throughout the school year.

Section 3. The programs of these meetings shall consist of readings, talks, recitations, jokes, current agricultural events, farm paper reviews, and debates, with added social features occasionally, such as refreshments, games, contests, etc. The material for programs shall be largely of an agricultural nature.

Section 4. The society shall hold such special programs as is found advisable, such as furnishing the program for a father and son banquet, providing entertainment and instruction at the community fair, and holding other meetings for the benefit of the patrons of the school and the community.

Article 5—Publicity

Section 1. In order to circulate news of the activities of the society, the Secretary shall have charge of publishing articles in the school paper, the local newspapers, and in any other manner advisable.

Section 2. At the end of each school year the society shall assist the agricultural instructor in the publishing of a pamphlet or paper containing the news of the activities of the Agricultural Society and the work of the Agricultural Department for the year.

Article 6—Amendments

These By-Laws may be amended by a two-thirds vote of those present at the time any such amendment may be proposed.

CLASSICAL SECTION

Friday, November 27th, 2.00 P. M.

President—Dr. Bernard Steiner, Enoch Pratt Library, Baltimore

Secretary—Miss Hattie J. Adams, Western High School, Baltimore

WESTERN HIGH SCHOOL, Room 101

The Classical Section of the Maryland State Teachers' Association held its meeting in the Western High School at two o'clock on Friday, November 27th. About fifty members were present. The President of the Classical Club of Baltimore, Bernard C. Steiner, Esq., presided over the meeting and the Secretary of that Club, Miss Hattie J. Adams of the Western High School, acted as Secretary. The principal paper entitled "The Feast of Laughter" was read by Professor Dean E. Lockwood of Haverford College, and was a witty recital of some of the practical jokes and so forth described by classical authors. He was followed by Professor Tenney Frank of the Johns Hopkins University, who had recently returned from a year spent in Rome, and who

spoke for sometime delightfully upon his impressions of the countries he had visited, rising into eloquence in his description of provincial towns in Spain and Africa, which he had seen. The last paper was by Charles Morris Howard, Esq., of the Baltimore Bar, and was a charming statement of the pleasures and profits of the classics to a lawyer. His paper was printed in the Baltimore Daily Record for December 10th.

Very truly yours,

BERNARD C. STEINER,
President Classical Section,
Maryland State Teachers' Association.

MARYLAND VOCATIONAL EDUCATION

Friday, November 27th, 6.00 P. M.

President—George M. Gaither, Administration Building, Baltimore

Secretary—Miss Ida A. Wholey, Baltimore

CLIFTON PARK JUNIOR HIGH SCHOOL

The Fourth Annual Banquet and Meeting of the Maryland Vocational Society was held at the Clifton Park High School, November 27th, 1925. There were one hundred and three (103) people present. After the banquet Mr. George Gaither, President, introduced Mr. Harry Kitson of Teachers College, who spoke on the importance of vocational guidance in the public school system. Fifty (50) per cent. of the children in the eighth grade have chosen vocations. In the senior class in the high school and the freshman class in college, ninety-five (95) per cent. have chosen vocations. Of the persons who have chosen vocations, fifty (50) per cent. of the high school group changed, while sixty-five (65) per cent. changed in one and one-half years. Only twenty-four (24) per cent. in one college who had chosen vocations in the junior year had followed their choice. It was found that eighty (80) per cent. of those who took the Engineering course followed it, indicating that a high degree of training tends toward stability. Tests given show that from forty-one (41) to sixty (60) per cent. would have been mal-adjusted in the vocations chosen, thus showing the need for vocational guidance. In adjusting one's self to a vocation two factors are necessary: (1) interest in the vocation and (2) ability.

Mr. A. S. Goldsborough, Executive Secretary of the Baltimore Association of Commerce, spoke on vocational education as it applies to industry in Baltimore City. He said that the great loss in this world is wasted energy. The most costly thing is economic waste. He did not think it was necessary to stick to the vocation one had chosen. He pointed out the value of the training one received in one vocation being of good advantage in many others. The first requisite for success is to know your job, have the proper attitude, start well, and success is bound to follow.

The following officers were elected:—

President—Mr. J. D. Blackwell.

Vice-President—M. W. K. Yocum.

Secretary-Treasurer—Miss Edna B. McNaughton.

A resolution was sent to Dr. Weglein expressing the gratification of the Vocational Society at his appointment as Superintendent of Public Instruction for Baltimore City.

HOME ECONOMICS SECTION

Friday, November 27th, 2.00 to 4.00 P. M.

President—Miss Edna B. McNaughton,
University of Maryland, College Park

Secretary—Miss Marie Mount,
University of Maryland, College Park

ARUNDEL CLUB—West Eager and Charles Streets

Miss Belle Northrup of Teachers' College, gave a most helpful talk on Related Art. After a discussion of the various art principles,—subordination, repetition, symmetry, and balance, opposition, and transition, vigor and power,—drawings and pictures were shown which would illustrate these principles. Some very interesting historic costume plates, which have been prepared by Miss Northrup and published by Teachers' College, were also used. The panograph, a device for teaching costume design, was of interest.

Art in table service and art in dress were discussed. A very fine exhibit of dresses of all types for different occasions was lent to Miss Northrup by one of the New York stores. These were discussed in relation to line and color which would be best suited to different types of figures and personalities.

Miss Northrup gave some practical suggestions for trimming of dresses.

The officers for 1926 are:—

President—Miss Mary Faulkner,

Supervisor of Home Economics Education, Baltimore, Maryland

Vice-President—Miss Adalyn Brown, Hyattsville, Maryland

Secretary—Miss Katherine Braithwaite,

Supervisor Home Economics, Baltimore County, Catonsville, Maryland

Treasurer—Miss Ida Wholey, Baltimore, Maryland.

INDUSTRIAL SECTION

Friday, November 27th, 2.00 P. M.

Chairman—R. Milton Hall, Florence Nightingale School, Baltimore

Secretary—Hugh Wilson, School No. 76, Locust Point, Baltimore

WESTERN HIGH SCHOOL, Room 110

That which follows is a brief report of the activities of the Industrial Section of the Maryland State Teachers' Association, on November 27th, last:—

Mr. Charles W. Sylvester, Director of Vocational Education of Baltimore City, made a stirring address on "The Fundamental Principles of Curriculum Making in Industrial Arts Courses." Mr. Sylvester emphasized the need of teaching proper processes, and of securing the very best technique that the boy is capable of giving. He claimed that several trades should be carefully analyzed and that typical operations and tool processes should be presented to the children in our Industrial Arts classes. He concluded his address by making a strong appeal for continued research in the field of curriculum making in Industrial Arts Courses.

Mr. Riley Williamson, Assistant Supervisor of Industrial Education in Baltimore, followed Mr. Sylvester's address. He spoke on the work of the supervisor in developing Industrial Arts curricula. Mr. Williamson pointed out the supervisor should be looked upon as a friend whose one job is to help the teacher. At no time, should the supervisor be accused of being a "Snoopervisor." Mr. Williamson briefly sketched the responsibility of the supervisor for standardizing equipment, distributing equipment and supplies, and working with groups of Industrial Arts teachers to formulate courses of study.

Mr. Charles Willis, Vice Principal of the Curtis Bay School, Baltimore, addressed the group on the subject of "The Contribution of the Principal to the Industrial Arts Curriculum." Mr. Willis pointed out that the principal of the school is primarily responsible for selecting and applying the subject matter taught in his school. "The attitude of the principal," said Mr. Willis, "is a determining factor in what the school teaches, how it is taught, and the general educational tone of the school. The principal contributions to the Industrial Arts Curricula can best be made through the survey of the community served by the school, and the adaptation of the work in Industrial Arts to the needs of the school community. The principal further helps the Industrial Arts teachers through constructive criticisms of methods, through suggestions for the better conduct of classes, and through encouragement of the teacher to progress in his chosen field."

During the "Round Table" discussion following these addresses, every member of the group contributed.

The following officers were elected for the coming year:—

Mr. Charles Willis, Chairman.

Mr. Hugh Wilson, Secretary-Treasurer.

Respectfully submitted,

R. MILTON HALL

COMMERCIAL SECTION

Friday, November 27th, 2.00 P. M.

President—S. Fenton Harris, Frederick

Secretary—R. Poulton Travers, Baltimore City College, Baltimore

WESTERN HIGH SCHOOL, Room 300

The Commercial Section of the Maryland Vocational Education Society, met Friday, November 27th, 1925, at 2.00 p. m., in room 300, of the Western High School, with the President, Mr. S. Fenton Harris, presiding.

The following program was rendered:—

The Requirements for Graduation in Commercial Work in Baltimore City—Mr. Clyde B. Edgeworth, Supervisor of Commercial Education, Baltimore.

Should there be State Requirement for Graduation from our County High Schools in Shorthand, Typewriting and Transcription? If so, what should they be?

The minutes of the last meeting were read and approved. The minutes were read by Mr. Kennedy in the absence of Secretary Travers, who was unable to be present on account of illness.

President Harris introduced Dr. E. H. Norman, President of the Baltimore Business College, who spoke briefly on Commercial Edu-

cation in general.

President Harris introduced Mr. Eikles, formerly a Commercial Teacher, but now a representative of the Gregg Publishing Company of New York. Mr. Eikles pointed out some things that we, as Commercial Teachers should be doing.

The nominating committee recommended the following ticket:—

President—Mrs. Samuel N. North,
Head of Commercial Department, Glenburnie High School,
Glenburnie, Maryland.

Secretary and Treasurer—Mr. Houston G. Curd,
Head of Commercial Department, Westminster High School,
Westminster, Maryland.

The two officers were unanimously elected.

Mrs. North then took the chair and asked the co-operation of the body for the coming year, and emphasized the fact that we should have a better attendance next year.

A motion was made, and carried, that the President should appoint, and be a member of, a committee to work with the Supervisors in getting out a State Bulletin on Commercial Education, which will set forth the requirements for graduation from the Commercial Departments of the County High Schools.

The meeting adjourned at 4.00 p. m.

HOUSTON G. CURD,
Secretary and Treasurer.

PHYSICAL EDUCATION SECTION

Friday, November 27th, 2.00 P. M.

Chairman—Dr. William Burdick, Director,
7 East Mulberry Street, Baltimore

WESTERN HIGH SCHOOL, Room 208

The section of Physical Education in the Maryland State Teachers' Association Convention, held on November 27th, 1925, proved to be an interesting session from many points of view.

The program included four capable speakers who presented their chosen subjects in an interesting and constructive manner.

J. H. Mason Knox, M. D., Jr., Specialist in Child Health, of the Maryland State Board of Health, gave an illuminating talk on the "Health of the Pre-School Child in Relation to the Public Schools." He not only discussed the health of the infant and the younger child just before entering school, but made enlightening remarks about the pre-natal life of the child. He urged proper health habits and particularly stressed the matter of rest, proper diet, and play in the life of the young pre-school child. His statistics of the school-entering child showed the need of more health work with the pre-school child.

Miss Bertha M. Schools, Supervisor of Physical Education of the Baltimore Public Schools, gave an interesting talk on "Class Room and Playground Games." She told of the work that is being done in the public schools of Baltimore, and offered helpful suggestions to teachers of physical education in arranging suitable games for the class room and playground.

Miss Annamary Gillespie, a member of the Staff of the Baltimore Dairy Council, told of the results being achieved by her work in relation to teeth hygiene. After giving a brief summary of the work being carried on by the Dairy Council, Miss Gillespie gave two interesting demonstrations of the method of emphasizing the importance of teeth in health instruction.

Mr. W. Springer Pitman, State Field Leader of the Playground Athletic League, discussed the subject of "Swimming." His talk included a brief historical sketch of the development of swimming from very early times to the present day. He gave interesting statistics on the progress in teaching swimming and life-saving in Baltimore as well as in other places.

WILLIAM BURDICK, M. D.,
Chairman.

LIBRARY CONFERENCE

Friday, November 27th, 1.00 P. M.

Chairman—Dr. J. H. Apple, Hood College, Frederick
Secretary—Mrs. M. A. Newell, 6 East Read Street, Baltimore
WESTERN HIGH SCHOOL, Room 116

The Library Conference proved of unusual interest, the speakers and the topics, discussed, combining to produce that result.

In the absence of the President, Dr. J. H. Apple, the Secretary, Mrs. M. A. Newell, presided.

The following program was rendered:—

Mr. Thomas L. Montgomery, Penn Historical Library Association, Philadelphia, Penna.

Miss Lillian W. Bardoll, Washington County Free Library, Hagerstown, Maryland.

Miss Miriam Apple, Hood College, Frederick, Maryland.

Prof. William R. Howell, Washington College, Chestertown, Maryland.

Miss M. M. Ward, Western Maryland College, Westminster, Maryland.

Miss Adeline H. Coulson, The Jacob Tome Institute Library, Port Deposit, Maryland.

The benefits, accruing from these annual conferences, is increasingly apparent.

The officers of the Commission are:—

President, Dr. Joseph H. Apple, Hood College, Secretary and Treasurer; Mrs. M. A. Newell, Baltimore.

Members of Commission:—

Miss Mary E. Shearn, State Librarian, Annapolis, (Ex. Officio.)

Dr. Bernard C. Steiner, Enoch Pratt Library, Baltimore, (Ex. Officio.)

Mrs. Otho S. Lee, Belair, (Appointed.)

Mr. John P. Ahern, Millington, (Appointed.)

Mr. R. H. L. Reich, La Plata, (Appointed.)

Miss Naomi Johnson, Office Secretary.

Miss Marion Batchelder, Field Secretary.

HISTORY SECTION

Friday, November 27th, 2.00 P. M.

President—Miss Laura J. Cairnes, Eastern High School, Baltimore
Secretary—Arch Golder, Baltimore City College, Baltimore

WESTERN HIGH SCHOOL, Room 108

The meeting was called to order by Dr. E. Curtis, the president, Miss Laura J. Cairnes, being confined at home due to a heavy cold, at 2.00 p. m. in room 108 Western High School. The speaker was Miss Evans of the William Penn High School, Philadelphia.

The subject of Miss Evans' paper was "Some Problems Connected with Teaching Social Studies in the High Schools."

Some of the points that Miss Evans stressed are the following—"Social Studies include history, economics, civics, sociology and geography. The enrollment in education is increasing nine times the increase in population and the number failing is increasing in proportion. The same subjects are taught all the children in the same way although the mentalities are quite different. The method which they are using in her school to meet these conditions, is to divide the students into three groups according to their mental ability. It is a delight to teach the highest group. It helps the lower group to overcome their inferiority complex due to self-distrust, fear of failure and a goal impossible for them to obtain." The highest group are given mostly research work, the middle are given half a page, and the lowest are given mostly page assignments. One method of teaching economics to the lowest group is by studying the economic progress of an average family.

Dr. Curtis raised the question about the kind of diploma that each group was to receive. Miss Evans answered by suggesting three different grades.

Mr. Dougherty raised the question of fitting Miss Evans method to group education. Miss Evans answered by stating that progress in the school of Philadelphia is by subjects not by groups.

After further discussion the meeting adjourned at 3.50 p. m. on November 27th, 1925.

Miss Laura J. Cairnes, Pres. Prin., Eastern High School.

Dr. Ella Lonn, Vice-President., Goucher College.

Mr. A. Golder, Secretary, Baltimore City College.

MODERN LANGUAGE SECTION

Friday, November 27th, 2.15 P. M.

Chairman—Otto K. Schmied, Forest Park, High School, Baltimore
Secretary—Miss Catherine Beachley, Westminster

WESTERN HIGH SCHOOL, Room 210

The meeting of the Maryland State Teachers' Modern Language Association was called to order at Western High School, Baltimore, Maryland, by Mr. Otto K. Schmied, on Friday, November 27th, at two p. m.

The Chairman introduced the speaker, Prof. Gilbert Chinard of

Johns Hopkins University, who spoke on "The Inspirational Side of Provincial Novels in Recent French Literature."

"Provincial Novels," according to Prof. Chinard, "have given a new aspect to French literature." The speaker went on to say that within the past fifteen or twenty years we have had from France probably twenty or thirty novels of country life. The pictures of the pastoral life reproduce a life entirely different from what we have been reading.

Eighteenth century literature described the life of the true Parisian. The people were content with going to the opera.

Even to-day a film of Parisian life is more interesting than one of the peasants.

Neither Flaubert nor Zola manifested any desire to live the life of their peasants.

However, in 1890 Maurice Barres showed a different tendency in "Deracines." He began then the new idea and attracted the center of attention from Parisian life to that of the country.

Fabrian Fabre with his "Courbezon" in 1862, in reality was a predecessor of M. Barres, but it was Barres who really aroused the interest of the public in Fabrian Fabre.

Another author mentioned by Prof. Chinard was Andre Theuriet, a bourgeois, who spent his life partly in country inns and partly in Paris, where everyone was charmed by his art.

The following authors were recommended by Prof. Chinard as being very worth while.

1. Rene Bazin—"La Terre qui Meurt" (1909)
"La Bee qui Leve" (1907)
2. Henry Bourdeau—"Rocquevillard" (1900)
"Maison" (1920)
3. Eugene le Roy—"Jacqnon le Croquant"
4. Charles le Goffic—"Gens de Mer" (1907)
5. Le Broz—"Jardin du Phare"
"Pays des Pardons"
6. Pal Neveux—"Golo" (1918)
7. Moselly—"Terres Lorraines"
8. Guillaumin—"Vie d'un simple au pays des ch'tis gas"
9. Anguer Lapaire—"Ames Berrichonnes"
10. Louis Perguad—"Le Roman de Miraut"
11. Louis Hemon—"Marie de Chapdelaine"
12. Ernest Perochon—"Nene"
13. Chateaubriant—"La Briere".

In summing up this delightful talk Prof. Chinard compared these provincial novels to "Wild Geese" recently published in the U. S. The speaker made us feel as if it might be a charming experience to be wafted away in spirit with a French novel of "la litterature champetre."

Following Prof. Chinard, Prof. Henry of the Modern Language Survey gave an idea of the purpose of the survey. The testing cam-

paign is now under way and the following types of tests are being given:—

1. Vocabulary Tests.
2. Silent Reading.
3. Translation into English.
4. Translation into French.
5. Free Composition.
6. Grammar.
7. Pronunciation.
8. Oral Composition.

The tests are to be given at the close of each half year in a four year high school.

These tests are up for criticism and are to be considered as being only experimental.

The election of officers for the coming year was held. Miss Marguerite Zouck was elected president and Miss Rowland, secretary.

Respectfully submitted,

CATHERINE LOUISE BEACHLEY.

PARENT-TEACHERS' SECTION

Friday, November 27th, 2.00 P. M.

President—Mrs. Harry E. Parkhurst,
Maryland Branch, National Congress of Parents and Teachers'
Associations, 1410 Park Avenue, Baltimore

WESTERN HIGH SCHOOL, Room 206

The Parent-Teacher Section under the direction of the Maryland Congress of Parents and Teachers met in room 206, Friday afternoon, at two o'clock.

The program as prepared by Mrs. Harry E. Parkhurst, President, and Rev. Kingman A. Handy, 5th Vice-President and Director of Education, was adopted. Mrs. Caroline D. Thum, Cor. Sec. acted as secretary.

Mrs. L. W. Farinholt as leader of the Round Table presented Mr. Reid Irving of Cecil County, who presided.

The meeting was opened with prayer by the Rev. Mr. Handy.

The discussions as follows were interesting and many new points of view were presented:—

2.00—Round Table Conference; Mrs. L. W. Farinholt, Leader.

Subject—How to Organize and Maintain a Local P. T. A. The Aim and Program.

General Topics—"How to arouse the interest of parents." "The study class." "How to secure capable leaders." "The best type of program." "The best time for meeting." "Literature and library for parents."

2.30—Special Presentation:—

"The County Council" 3 minutes. "The State Headquarters" 2 minutes, Mrs. J. M. Parvis. Mrs. James Latane, "Child Study Classes," 7 minutes. "The Diploma Courses" "And Correspondence Courses for Parents," 3 minutes, Mr. Handy. Mrs. H. E. Parkhurst, "Summer Courses at the State Normal School, Towson," "The Summer Courses," 10 minutes. "A. P. T. A. in every school," 5 minutes.

- 3.00—Round Table: Three minute responses. "What the P. T. A. has done for our School;" "Physical Equipment;" "Study Groups for Parents;" "Social Life;" "Recreational Life;" "Health Programs;" "Religious Impressions;" "Co-operation with State Agencies;" "Personal touch of Parents and School;" "Instruction of parents in School Aims and Programs."
- 3.30—Rev. K. A. Handy: General Discussion: The State Magazine; National, State, County, Local Departments. The local organization for news and subscribers.

The following questionnaire was given to all the teachers:—

Name P. O.

County School

Have you a P. T. A.? How long organized?

What have been your greatest problems in P. T. A. organization?

.....

.....

As a teacher what do you consider the greatest problem in relation to the homes of the pupils?

.....

.....

is your P. T. A. a member of the National Congress of Parents and Teachers?

Any special information you may desire will be given by mail if the organization can aid you in any way. Please make request below....

.....

ART EDUCATION SECTION

Friday, November 27th, 1.00 to 3.00 P. M.

Chairman—Dr. Leon L. Winslow,
Administration Building Annex, Baltimore.

WESTERN HIGH SCHOOL, Room 214

The meeting was called to order by the Chairman, Mr. Leon L. Winslow, Director of Art in the Baltimore Public Schools, who outlined the purposes of the Association and told of the part which the Art Section should play in carrying on the work of the State Organization. He then introduced Mr. Walter R. Gale, of the Baltimore City College Art Department, who discussed the work of the Baltimore School Art League.

Mr. Gale's address was followed by a discussion of "Art Structure and the Appreciation of Art," by Miss Elizabeth Shannon, head of the Department of Design of the Maryland Institute. Miss Shannon's paper was illustrated by examples of pupils' work. She em-

phasized the fact that during the past two years there has been a growing appreciation of good design in all industrial fields. "Calls have come to the Institute from the humblest householders to the greatest manufacturers for better designers. The general design course offered at the Maryland Institute has a three fold aim: (1) To Increase Powers of Appreciation; (2) To Stimulate Creative Ability, and (3) To Prepare the Student To Meet The Requirements of Modern Life. This aim is accomplished in the beginning by simple exercises in art structure, dark, light and color, and later in problems relating to the industries and to commercial art. With examples of good design before him, the pupil is encouraged to develop an individual taste, and he is fitted at the end of the course for designing in any field of industrial or commercial art."

Mr. James Winchester Howard, Jr., of The Baltimore Museum of Art demonstrated the Story Hour as it is carried on at the Museum. He told the story of the artist Israels, illustrating his narrative with carefully selected slides.

Mr. Howard was followed by Miss Mary Helen Chrissinger, Director of Art Education at Hagerstown, who presented a carefully prepared paper entitled "The Value of Art Education." Miss Chrissinger's paper contained a plea for more and better educational organization in the subject of Art. She explained the broader purposes of education and showed how these principles applied to Art as to all other major subjects in the curriculum.

After the more formal part of the meeting, the delegates were conducted through the Elementary School Exhibition by Miss Louise Adams Mann, Assistant Supervisor of Art in the Baltimore Schools. Miss Mann commented favorably on the work contributed by Hagerstown, which was shown through the courtesy of Miss Chrissinger. In discussing the Baltimore work, Miss Mann explained the elementary art project, emphasizing the necessity for problem solving which in Art involves aesthetic information, industrial information, contact with the other school subjects, and creative expression.

Miss Olive C. Slater of the Art Department of Eastern High School, Baltimore, discussed the Secondary School Exhibit, criticising rather severely the location of the exhibit, its lighting, and the manner in which some of the mounts exhibited were arranged. She urged that greater stress be placed on nature as the source of inspiration in design. She deplored the present tendency on the part of the art teachers to make use of historic motifs directly and without apparent regard to appropriateness in the modern environment.

At the close of the meeting, Miss Slater was elected Chairman of the Departmental Art Section for 1925.

EDUCATIONAL AND VOCATIONAL GUIDANCE SECTION

Friday, November 27th, 2 00 P. M.

President—Miss Leona C. Buchwald,

Vocational and Educational Counselor, Baltimore

WESTERN HIGH SCHOOL, Room 269

On Friday, November 27th 1925, the Educational and Vocational Guidance Section held a preliminary meeting for the purpose of organization, in room 205, at the Western High School. Miss Leona C. Buchwald, Supervisor of Vocational Guidance in Baltimore, was

elected temporary Chairman, and Miss Bessie A. German, Vocational Counselor at Forest Park High School was elected secretary, pro tem.

A very interested group attended this meeting. The number present included those specifically engaged in Vocational Guidance, besides a number of other teachers, principals, representatives of various business houses, and some of the administrative staff of the Department of Education. It was the general opinion of all present that an association be formed and that it be a part of the National Association. The chairman was empowered to appoint a committee to draft a constitution.

A delightful program had been arranged by Miss Buchwald which included:—

1. The Program of Education and Vocational Guidance in the Baltimore Schools—Mr. Charles W. Sylvester, Director of Vocational Education, Baltimore. He told about the growth of Guidance since its introduction into the Curriculum of the Baltimore Public Schools, two years ago. Then there was only one counselor, to-day there are nineteen people engaged in the work. He spoke about the co-operation of business and industry, and the need of a placement bureau. Quoting from a letter, he read, "I regard the Baltimore Guidance work as founded on a more solid basis than any other system in the United States."

2. The Place of Placement in a Guidance Program—Miss Mary Stewart, Director of the Junior Division, U. S. Department of Labor, Washington D. C. She said, "Placement should be an important part of the Educational Program to which the child is exposed. Placement is the worst thing done, because it is new. There are many false advisors that are making their living by telling people they are misunderstood, or that they are brilliant, but have not been given the opportunity. The youth needs advice on the job, as well as for it. Placement must come in Vocational Guidance. The Placement office is the office for beginners. Vocational Guidance is the most helpful attitude in life and the most hopeful in the social problems."

3. Vocational and Educational Guidance as seen by the American Management's Association. Wm. H. Vickers, Manager, Employment and Personnel Department, Consolidated Gas and Electric Power Company, Baltimore. Among other things, he said, "There is pathos in the mental attitude of the large majority of men who apply for employment. Twenty-five million of dollars are being spent annually by workers in Correspondence Schools. The young people should have practical contacts with industry while still students. It is the business of education to develop a lively sense of impression that is properly grounded."

4. Dr. Harry D. Kitson, Professor of Education, Teachers' College, Columbia University, summarized the functions of Vocational Guidance.

- a. To investigate organizations that are available for pupils.
- b. To disseminate this knowledge.
- c. To study the children.
- d. To place.
- e. To follow up.

It was the consensus of opinion that the meeting was very worthwhile and inspiring.

Respectfully submitted,

December 12th.

BESSIE A. GERMAN,
Secretary, pro tem.

SESSIONS OF THE MARYLAND STATE TEACHERS' ASSOCIATION

- 1.—1866. Western Female High School, Baltimore. President, Thos. D. Baird; Treasurer, A. F. Wilkerson; Recording Secretary, A. F. Wilkerson; number of members, 83.
- 2.—1867. St. John's College. President, Thos. D. Baird; Treasurer, William Elliott, Jr.; Recording Secretary, A. F. Wilkerson.
- 3.—1868. Western Female High School, Baltimore. President, C. K. Nelson; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 4.—1869. Western Female High School, Baltimore. President, P. M. Leakin; Treasurer, Alexander Hamilton; Recording Secretary William Wardenburg.
- 5.—1870. Hall, House of Delegates, Annapolis. President, J. C. Welling; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 6.—1871. Eastern Female High School, Baltimore. President, W. B. Worthington; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 7.—1872. Court House, Frederick City. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
Lyceum Hall, Hagerstown. President, James M. Garnett; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 8.—1874. Western Female High School, Baltimore. President, D. A. Hollingshead; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 10.—1875. Cumberland, Md. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 11.—1876. City College, Baltimore. (One day during N. E. A.) President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 12.—1877. Easton, President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 13.—1878. City College, Baltimore. President, John F. Arthur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 14.—1879. Court House, Hagerstown President, P. R. Lovejoy; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 15.—1880. Ocean City. President, M. A. Newell; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 16.—1881. Frederick. President, George M. Upshur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 17.—1882. Cumberland. President, A. G. Harley; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 18.—1883. Ocean City. President, George L. Grape; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

- 19.—1884. Ocean City. President, A. S. Kerr; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 20.—1885. Deer Park. President, J. W. Thompson; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 21.—1886. Blue Mountain House. President, F. A. Soper; Treasurer, Lewis Ford; Recording Secretary, A. F. Wilkerson.
- 22.—1887. Hygeia Hotel, Old Point, Va. President, P. A. Witmar; Treasurer, George S. Grape; Recording Secretary, A. F. Wilkerson.
- 23.—1888. Mountain Lake Park. (With West Virginia Association.) Lewis Ford, First Vice-President; Treasurer, Alexander Chaplain; number of members, 162.
- 24.—1889. Blue Mountain House. President, H. G. Weimer; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 167.
- 25.—1890. Bay Ridge. President, W. H. Dashiell; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 120.
- 26.—1891. Ocean City. President; John E. McCahan; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 236.
- 27.—1892. Blue Mountain House. President, James A. Diffenbaugh; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 140.
- 1893. No meeting of the M. S. T. A. Executive Committee, after careful deliberation, postponed meeting until 1894 on account of Columbian Exposition being held in Chicago.
- 28.—1894. Annapolis. President, Wilbur F. Smith; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 132.
- 29.—1895. Blue Mountain House. President, M. Bates Stephens; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 129.
- 30.—1896. Deer Park. President, Prof. Charles F. Raddatz; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 78.
- 31.—1897. Blue Mountain House. President, E. B. Prettyman; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 162.
- 1898. No session of M. S. T. A. N. E. A. met in Washington. Ebbitt House was headquarters for Maryland delegation. Officers and Executive Committee of M. S. T. A. met at Ebbitt House and decided to hold no meeting on account of meeting of N. E. A. The ledger shows receipt of \$15.00 for membership fees and \$11.40 for badges.
- 32.—1899. Ocean City. President, John T. White; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 144.
- 33.—1900. Chautauqua Beach. President, L. L. Beatty; Treasurer, John E. McCahan; Recording Secretary, A. F. Wilkerson; number of members, 71.
- 34.—1901. Blue Mountain House. President, Edwin Hebden; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 169.

- 35.—1902. Ocean City. President, F. Eugene Wathen; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 166.
- 36.—1903. Ocean City. President, Joseph Blair; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 229.
- 37.—1904. Ocean City. President, H. Crawford Bounds; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 216.
- 38.—1905. Blue Mountain House. President, Arthur F. Smith; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 356.
- 39.—1906. Ocean City. President, Dr. S. Simpson; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 384.
- 40.—1907. Jamestown Exposition. President, Dr. James W. Cain; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 374.
- 41.—1908. Ocean City. President, Albert S. Cook; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 375.
- 42.—1909. Mountain Lake Park. President, Sarah E. Richmond; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 566.
- 43.—1910. Ocean City. President, E. A. Browning;* Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 420.
- 44.—1911. Braddock Heights. President, Howard C. Hill; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 792.
- 45.—1912. Braddock Heights. President, Earle B. Wood; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 955.
- 46.—1913. Annapolis. President, James B. Noble; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 785.
- 47.—1914. Ocean City. President, Woodland C. Phillips; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 361.
- 48.—1915. Ocean City. President, Dr. E. F. Buchner; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 720.
- 49.—1916. Ocean City. President, William J. Holloway; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 1,089.
- 50.—1917. Baltimore. President, Sydney S. Handy; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 3,418.
- 51.—1918. Baltimore. President, Nicholas Orem; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 825.
- 52.—1919. Baltimore. President, David E. Weglein; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 2,580.

- 53.—1920. Ocean City. President, G. Lloyd Palmer; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 515.
- 54.—1921. Baltimore. Acting-President, G. Lloyd Palmer; ** Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 2,415.
- 55.—1922. Baltimore. President, Dr. Norman W. Cameron; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 2,111.
- 56.—1923. Baltimore. President, E. F. Webb; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 2,080.
- 57.—1924. Baltimore. President, Walter H. Davis; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 1,997.
- 58.—1925. Baltimore. President, M. S. H. Unger; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 2,424.

* Succeeded Mr. George Biddle, deceased.

** Succeeded Dr. A. H. Krug, resigned.

MARYLAND T. C. CLUB

About 80 members of the Maryland Teachers' College Club held their annual dinner meeting on Friday, November 27th, at the Southern Hotel in Baltimore. President, Maurice S. H. Unger, presided, and called on various gods and goddesses who had enjoyed visits to Mount Olympus (T. C.) to regale the Club with tales of that wonderful place.

Dr. Bessie Lee Gambrill, who happened to be in Maryland for the Thanksgiving holiday, was a very welcome guest of the Club. She recalled the beginning of her career without professional training in a one-room school in Howard County, Maryland, where she experimented on children at their expense but with great gain to herself. At Yale her students are now studying the causes of failure among first grade boys and girls. The per cent. of non-promotion varies from place to place all the way from 10 to 50 per cent. With her students she is working out a unified socialized curriculum for the kindergarten and the first, and second grades. Her classes in supervision are using the supervisory bulletins published in Maryland.

From Yale, the members turned their thoughts to Johns Hopkins, ably represented by Dr. Fowler D. Brooks, professor of psychology and educational measurements. Dr. Brooks told of the debt of gratitude owed by Johns Hopkins to Columbia and vice versa. The number of faculty members at Hopkins who received their training or started their teaching careers at Columbia was surprisingly high.—Dr. Goodnow, Dr. Remsen, Dr. Bamberger, to mention only a few of the long list he gave. On the other hand, many of the leading men at Teachers College, Doctors Dewey, Strayer, and Kilpatrick, had one or more years of study at the Hopkins.

The members were delighted to hear from Mr. Albert S. Cook, State Superintendent, who explained why he held no degree from T. C. Year after year he went to T. C. to take a course with the leading

men in administration like Bagley, Strayer, Cubberley, Snedden, etc. When he came to claim his degree he found he was given credit for only one course—administration—although the treatment of the subject by the different men made the courses not at all alike. He raised two questions which he suggested might be worth studying at T. C.; viz.: Are we spending too much on education? And do we as T. C. people take ourselves too seriously? He intimated the possible wisdom of having a more inclusive group meeting than one limited only to attendants at T. C.

Mr. Cook was followed by Miss Edna Marshall, who returned to Maryland this fall after three years' study at T. C. while waiting for the delayed opening of the Salisbury Normal School. She is director of practice in the new Salisbury School, which is devoting its energies to the training of teachers for rural schools. Miss Marshall mentioned some of the things at Teachers College which particularly impressed her.—ever lengthening lines at registration, the real interest of faculty advisers in the individual despite the large numbers to be cared for, the helpfulness of the Bureau of Educational Service in finding part time employment for students who needed it. She dwelt somewhat at length on the new relations of the Institute of Musical Art and T. C. for the training of teachers of music for the public schools and on the Division of Curriculum Research with its numerous faculty committees. The work of Miss Stratemeyer in setting up criteria for evaluating curricula and in assembling and classifying thousands of courses of study was graphically described.

The Club was delighted to have as a guest Mr. N. Searle Light, Director of Rural Education, Connecticut State Department of Education. Mr. Light outlined the system, started in 1903, of making it possible for the small towns and townships in Connecticut to obtain supervision and administration by trained men and women, chiefly men, at the expense of the State. In this way, nearly 100 of the 169 subdivisions of the State take advantage of this opportunity to improve instruction in the rural and village schools. The State Department seeks constantly to improve the technique of the 32 supervisory agents who do this work. It is their aim to interest pupils, teachers, and communities in self-improvement. The objectives of the year are summarized in the following slogans for supervisors:—

"Every visit fruitful to the school."

"Every teachers' meeting a skillful teaching act."

"Every conference a stimulus to the teacher."

Dr. David E. Weglein, recently elected superintendent in Baltimore City, related experiences in the birth and growth of the T. C. Club from the time when he was one of its first presidents and when the chief duty of the president was to make up the annual deficit. He felt the Club was a great asset to Baltimore and Maryland in standing for professional attitudes and ideals in education.

Miss Olive Moore, who was at Teachers College last year, and who now teaches history at the Frostburg Normal School, gave brief notes on the world-wide work of the International Institute in improving opportunities for children. She intimated that most of us would be shorn of a good deal were we stripped of our T. C. experience.

Dr. Harry Kitson, in charge of the Bureau of Research in Vocational Guidance recently established at T. C., described the factual basis which is now being established after 20 years of opinion and feeling about vocational guidance.

The Club adopted the recommendations of the nominating committee, Mr. Edward F. Webb, Mr. W. J. Holloway, and Miss Louise Linthicum, by electing Mr. E. Clarke Fontaine, State Supervisor of High Schools, president, and Miss M. Lucetta Sisk, Principal of the Randallstown High School, secretary-treasurer, for the ensuing year.

Throughout the evening the Club enjoyed singing T. C. songs under the direction of Miss Gertrude Morgan, Supervisor of Music in Carroll County, and to the accompaniment of the Baltimore String quartette. Miss Morgan had arranged the songs in attractive colored folders. Miss Olive Ebaugh accompanied at the piano.

The following report of the Secretary-Treasurer was filed:—

RECEIPTS

Balance on hand, December 1st, 1924.....	\$ 31.16
90 memberships at \$2.50.....	225.00
1 membership at \$0.30.....	.30
Total Receipts.....	<u>\$256.46</u>

DISBURSEMENTS

90 Record subscriptions at \$2.20.....	\$198.00
Stamped envelopes	8.17
Expenses of dinner	18.10
Total Disbursements	<u>\$224.27</u>
Balance on Hand, December 1st, 1925.....	\$ 32.19

There are 101 members in the Maryland Teachers College Club.

BESSIE C. STERN,
Secretary-Treasurer.

A CALL TO ACTION

The New Education Bill is now before both Houses of Congress. It is sponsored in the Senate by Charles Curtis, of Kansas, and in the House by Daniel Alden Reed, of New York—two strong leaders in strategic positions, as majority floor leader in the Senate, and Chairman of the Committee on Education in the House.

This Bill (S. 291 or H. R. 5000) unites existing educational activities of the Federal Government into a Department of Education with a Secretary in the President's Cabinet. It provides for the research needed to guide wisely the use of two million dollars spent annually for education in the United States. It does not deal with the problem of Federal aid. It has the support of National, State, and Local Organizations whose total membership numbers millions. These organizations do not believe in Federal control of education, but they do believe in research and the distribution of information relating to education as we now have for agricultural commerce, and labor. They believe that education is entitled to the respect and leadership suggested by representation in the President's Cabinet.

Every friend of education is urged to write at once to his or her Senator and Representative in Congress urging their support of this Bill. **IT IS TIME TO ACT.** Will you not write to-day? Address your Congressman personally, care United States Senate, or House of Representatives, Washington, D. C. Tell him what you think of the Bill and suggest that he consider it carefully.

The new Education Bill is one of the measures sponsored by the **MARYLAND STATE TEACHERS' ASSOCIATION.** The Maryland delegation includes:—

Senators—O. E. Weller, and William Cabell Bruce.

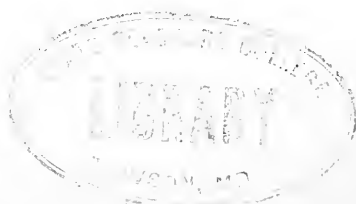
Representatives—1. T. Alan Goldsborough; 2. Millard E. Tydings; 3. John Philip Hill; 4. J. Charles Linthicum; 5. Stephen W. Gambrill; 6. Frederick N. Zihlman.

ADDITIONAL MEMBERSHIP

Since we have gone to press with the proceedings of the State Teachers' Association membership, fees have been received as follows:

Baltimore County, 1.....	Total for Baltimore County, 23
Kent County, 10.....	Total for Kent County, 60
Talbot County, 37.....	Total for Talbot County, 48
Baltimore City, 40.....	Total for Baltimore City, 919

This makes a total of 88 additional members for 1925, or a grand total of 2,424.







Albert S. Cook Library

